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ABSTRACT

The first section of this program report offers a general description of the Bernard van Leer Foundation and its work. The second and third sections provide the foundation's annual report and financial report for 1991. The fourth and largest section of the program report describes 117 projects in 43 countries that are financed and supported by the foundation. The projects profiled are those with a duration of 1 to 5 years which were active at the end of January, 1992. Each project is described in terms of: (1) the sponsoring institution; (2) the project title; (3) the duration of project activities supported by the foundation; and (4) an outline of the setting in which the project operates and the project's activities. In cases in which a current phase of a project was preceded by earlier phases of foundation support, these earlier phases are referred to in the text. Concluding the report is a list of 47 publications and videos in English, Spanish, and Portuguese produced by the foundation, and a list of the foundation's trustees and personnel. (MDM)

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Current Programm

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Current Programme 1992 ◄

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About this publication ◀

This publication incorporates the Annual Report of the Bernard van Leer Foundation for the year 1991. Two Biennial Reports were published which covered the years 1985-1986 and 1987-1988. The Annual Report for 1989 was incorporated into *Current Programme 1990*, and the Annual Report for 1990 was incorporated into *Current Programme 1991*.

This first section of this publication is a general description of the Foundation and how it carries out its work. The second section is an annual report for the calendar year 1991 while the third section is a financial report for 1991.

The bulk of *Current Programme 1992* is taken up with descriptions of major projects being supported by the Foundation. The projects listed are those with a duration of between one and five years and which were operationally active at the end of January 1992. The descriptions cover 117 projects which are being supported in 43 countries. Each one is described in terms of:

- the sponsoring institution, that is, the institution which is officially responsible for carrying out the activities for which the Foundation has made a grant;
- the title of the project;
- the duration of project activities supported by the Foundation; and
- an outline of the setting in which the project operates and its activities.

Where a current phase of a project was preceded by earlier phases of Foundation support these are referred to in the text.

Following the descriptions of projects is a list of the publications and videos produced by the Foundation and the names of the Board of Trustees and staff.

About the Bernard van Leer Foundation

The Bernard van Leer Foundation is a private institution based in The Netherlands. It was created in 1949 for broad humanitarian purposes and now concentrates its resources on support for early childhood development.

The Foundation takes its name from Bernard van Leer, a Dutch industrialist who died in 1958 and gave the entire share capital of his worldwide enterprise for humanitarian purposes. The Foundation's income is derived from this enterprise – Royal Packaging Industries Van Leer – which is established in over 30 countries and whose core business is the manufacture of packaging products.

What are the Foundation's objectives?

The central objective of the Bernard van Leer Foundation is to improve opportunities for young children who live in disadvantaged circumstances. The Foundation uses two main strategies to accomplish this objective:

- it supports the development of innovative field-based approaches in the area of early childhood development; and
- it shares relevant experience with as wide an audience as possible in order to influence policy and practice.

This means that the Foundation supports projects in the field and also advocates for policies and practices that will create improved conditions for children. With experience gained from supporting hundreds of projects in over 50 countries around the world, the Foundation's philosophy and activities are embedded in the realities of life.

The Foundation believes that in order to improve opportunities for young children it is necessary to work with the people who surround them and who can have an influence on their lives. This includes parents, siblings, other family members, communities, organizations that provide services, local and national governments and international institutions.

Project partners

The Foundation does not run any field-based projects itself. Instead, it offers support to organizations in the different countries. These organizations include government departments, local municipalities, academic institutions and non-governmental organizations. These local partners are responsible for all aspects of a project – development, management, training, implementation, evaluation. They also contribute a proportion of the costs in terms of both money and services.

Project focus

The projects focus on those children from birth to eight years of age who are least able to benefit from educational and developmental opportunities because of social and other forms of disadvantage. These include the children of ethnic and cultural minorities, children living in urban slums, shanty towns and remote rural areas, and children of teenage parents.

A key objective in initiating and implementing projects is that their work will have lasting effects. This could mean that the project itself becomes self-sustaining, or that the lessons learned stimulate and inform other work. In some cases projects might start out as experiments. If all goes well, then experiences gained can be shared. This does not mean setting up more projects to do the same thing, but contributing to reflection, planning, practice and evaluation regionally, nationally and internationally.

Some projects cover a small geographical area, others are province or state-wide while yet others are national in focus.

How the projects work

All projects supported by the Foundation have, at their core, the development of young children. Some projects are centre-based which means that they are working in and through pre-schools, nurseries or primary schools. Other projects are home-based and work with families in their own homes and other care givers in the community in order to create understanding and awareness of children's developmental needs. Many projects combine both these approaches and much of the work is carried out by women from the same community who have been trained by the project.

Work with parents and community members might include the importance of play, making toys and equipment from scrap materials and from the natural environment, information and advice on nutrition and health, and other needs of the children. The involvement of parents and other adults helps to build up their own skills and self-confidence. This, in turn, can lead to other improvements in the social and physical environment and in the self-assurance of the community as a whole.

Projects supported by the Foundation base their work on a number of common principles.

- A holistic approach to children's development: this means looking at all aspects of a child's life.

- Emphasising the special role that parents have as the child's first educators: this means that parents do not only learn about what it means to be a parent, they learn that they matter, and they learn that they can change their lives and those of their children.

- Improving the children's environments: this means a community-based approach, working with the adults who care for the children to enable them all to achieve a better life. It builds on the principle that educating children means educating adults.

- Embedding projects firmly in local communities: because in this way people are motivated to tackle their own problems and show that they can produce effective solutions. Solutions that are rooted in the local community, make use of local resources, come under their own control, are affordable, and can be sustained.

Foundation support

Foundation support consists of more than just money for projects and includes a range of technical and other support both from the office in The Netherlands and from the field itself:

- development and support of projects in the field, including training and evaluation;
- dissemination of project outcomes;
- publications and other media;
- access to a documentation centre;
- seminars, conferences and workshops, bringing together practitioners, donors, decision makers and academics;
- networking.

Much of the support which comes from the Foundation is based on what is learned from the field. And much of what is learned in the field comes from similar projects, some also supported by the Foundation, some not.

Projects are encouraged to exchange experiences and information through the process of networking. This takes many forms and happens at different levels. Projects work with other organisations at local, regional and national levels in order to enhance the effectiveness of their activities and also to ensure the spread of ideas and methodologies.

The Foundation also cooperates with other organisations involved in early childhood development and related fields at national and international levels.

The Foundation has just one office in The Netherlands where a staff of 50 people are based. There are no other Foundation offices, nor are any Foundation employees based in the field.

Geographical span

In accordance with its statutes, the Foundation gives preference in project support to countries in which Royal Packaging Industries Van Leer is established. These include industrialised as well as developing countries.

Applications for support

- The vast majority of projects supported by the Foundation have arisen following a process of discussion and negotiation between the Foundation and the partner organisation. Any organisation seeking support is thus advised to submit an outline of the aims and objectives of a project before preparing a detailed proposal.
- The Foundation gives preference to the support of projects in countries in which Royal Packaging Industries Van Leer is established.
- The only projects that can be considered for support are those in the area of early childhood development, that involve communities living in disadvantaged circumstances, and that include elements of innovatory practice.
- Grants are not given to individuals or for general support to organisations.
- The Foundation does not provide study, research or travel grants.
- Decisions concerning the funding of major projects are taken by the Board of Trustees of the Foundation. No commitments can be given before such approval by the Board.

Throughout the year, the Foundation continued to carry out its commitment to promote educational, social and developmental opportunities for young children through two interlinked strategies. One is the support of innovative field-based projects while the other is the dissemination and advocacy function – to influence policy and practice by drawing on relevant experience and sharing this with as wide an audience as possible.

In November 1991 an event took place that linked both of these strategies – a seminar where field-based projects analysed their own experiences with the ultimate objective of influencing policy and practice.

Building on people's strengths

The event was a regional seminar in Africa, held in Maseru, Lesotho. The seminar, which was organised by the Foundation in cooperation with the Lesotho Ministry of Education, focused on 'Child development in Africa: building on people's strengths' and was attended by 36 participants from 11 sub-Saharan countries, 10 representatives of international organisations and 15 local observers. The participants recognised that one of Africa's greatest strengths was its children who represent the future. Emphasis was placed on adopting a holistic approach to the development of children, one which took into account the environment in which they live and grow. Building upon positive, traditional childrearing practices and involving the wider community in the upbringing of children were seen as key approaches. Above all, the seminar stressed the need to go beyond a focus on the problems, to look at the successes and to try to identify the strengths that people are now using to cope with difficult situations and to build upon them.

The programme

This report lists 117 major projects compared to 107 last year. Of these, 19 are new projects. The Foundation has also funded a number of small pilot projects, some of which were feasibility studies or planning processes to see if effective larger scale proposals were possible.

The Foundation's focus is on children from birth to eight years of age, but in practice, much of the Foundation's programme has tended to concentrate on pre-school care for children aged between 4 and 6 years. Efforts to extend the age range can be found in settings as diverse as Morocco and Peru where projects are looking at the impact of the transition from pre-school to primary school and at how to translate some of the useful lessons learned in pre-school to the often more formal traditional education system. At the same time, projects in Brazil, Belgium, The Netherlands, South Africa, Spain and the USA

have been exploring work with very young children, from birth to four years of age. A new project in Colombia will add to this growing bank of experience.

A recurring theme in much of the work supported by the Foundation over the years has been efforts to enable indigenous populations to develop and maintain their distinct cultural heritage. Projects that are working with indigenous populations include those in Mexico and the USA. Three new projects, one with the San in Botswana, and the others with the Mapuche and Kolla in Argentina, will help to expand the experience.

Migrations and mobility

Migration is an important issue for a large number of the projects supported by the Foundation. For some, migration covers the movement of ethnic or cultural groups from other countries, such as the Pacific Islanders in New Zealand, Turkish and Moroccan immigrants in The Netherlands, Germany and Belgium or Ethiopians in Israel. Migration may involve refugees – people who are fleeing from conflict or oppression in their home land. Projects in Mexico for indigenous people from Guatemala, for Afghan refugees in Pakistan, refugees from countries in Indo China in Thailand, and Mozambican refugees in Zimbabwe are all dealing with improving opportunities for refugee children and their families.

In other cases, the migration is internal, from rural to urban areas, often in search of employment. This can place severe strains on services for children as projects in Argentina, Brazil, Mozambique and Nigeria are finding. A new project in Guatemala is also dealing with ways to improve services for urban children. In several settings, projects are finding that the burden of bringing up children is falling heavily on the shoulders of young, single mothers who must also work to support themselves and their children. Projects in El Salvador with street vendors, in Dominica and Jamaica with teenage mothers, and in The Netherlands and the USA are trying to find ways to provide adequate care and development opportunities for the children and maintain educational opportunities for their mothers.

One approach to dealing with the shift of population from rural to urban areas is to look at what can be done in rural areas to provide more opportunities for children. In countries such as Australia, Chile, China, Italy, Kenya, Lesotho, Nicaragua, Portugal, South Africa and Zimbabwe, projects are developing approaches that meet the challenge of working with isolated populations. In some cases, projects are making use of distance education techniques such as using radio programmes to reinforce learning.

Parents as decision makers

Foundation-supported projects encourage the involvement of parents and emphasise the role of parents as the prime educators of children and, in a few projects, parents are actually the organisers and the decision makers. The forum of parents' groups in the Western Isles of Scotland, the network of parent-run pre-schools in France and the new project supporting parent-run toy and book libraries in Japan are three examples of the way in which parents can take charge of their children's development.

A comprehensive approach to child development has to take account of children's health and nutrition. This is evident in virtually all of the projects. However some such as Community Crèches in Brazil; Molise in Italy; Ilha de Moçambique in Mozambique; the Nigeria Child Development Programme; Nongkhaem Garbage Dump in Thailand; and Teen Parents in the USA are paying particular attention to these issues. New projects in Brazil, Guatemala, Kenya, and the USA will help to increase the Foundation's understanding about how to incorporate health and nutrition concerns into early childhood development programmes.

Universities as change agents

Another common theme is the role of universities as change agents. Many of the sponsors of projects are university departments. The universities are finding that they can benefit from the experience of practical field work by being able to adapt theories to the daily realities of life in disadvantaged communities. The communities find that they are gaining from the skills and expertise of university staff and students who are able to help mobilise and organise local resources for children and their families. In Argentina, Australia, Brazil, Italy, Jamaica, South Africa, the United Kingdom and the USA, projects and universities are experiencing this two-way process of development. New projects in Colombia and Kenya will help to broaden the lessons being learned.

Increasingly, projects are taking up advocacy for children as a necessary activity. Several projects in Brazil, in South Africa, and in the USA have been paying particular attention to this over the past year. Also, many of the European projects have begun to discuss among themselves how to best work together as advocates for social policies within Europe that are advantageous for children.

Training

Training remains a key component of many of the projects supported by the Foundation. Whether the training involves parents or community members who become para professional child development workers, or qualified pre-school staff, an essential element in the training programmes is how to make the best possible use of local resources – financial, material and human. Indeed, closely related to training is the concept of resource centres and the Foundation has continued to support efforts to develop sustainable resource centres in early childhood in a variety of ways. One new project that explores this in an innovative way is based in Chile. It is collecting information on early childhood development from field experience in five countries in Latin America, in order to improve the quality of an existing database on educational initiatives.

Networking

The process of networking – where projects in the field are encouraged to exchange experiences and learn from one another – has been encouraged and stimulated over the past year. While the Foundation supports this process in a variety of ways, many projects take the initiative themselves and contact other projects in the same or neighbouring countries, or indeed projects in another part of the world where there are similarities in methods of work. Countries where projects have met together during the year include Brazil, South Africa, Spain, the United Kingdom, and the United States of America. An 'international' example of networking is of particular interest. Projects working in countries where Dutch is spoken (The Netherlands, Belgium, the Netherlands Antilles) met together for three days in Belgium to discuss common issues and experience, not only of the day-to-day management of projects but of the wider questions related to child care.

Project staff visits to other projects are sometimes financed by the Foundation but many people use their own time and money to carry out such an exchange. Apart from the specific information gained, the overall effect is a feeling of solidarity encouraging both sides – visitors and visited – to know that they are not alone and that project goals are achievable and important. Visitors often return home with new and broader perspectives on their own work and a renewed vision of what this can achieve.

The Foundation itself has been engaged in its own networking and has worked with a number of organisations during the past year, sometimes to share ideas, sometimes to undertake joint funding. The organisations include the European Community, OECD, UNESCO, UNICEF including the

Innocenti Centre in Italy, the Consultative Group on Early Childhood Care and Development, the International Forum for Child Welfare, the International Institute for Educational Planning, the World Health Organisation, the US-based Council on Foundations, the Charles Stewart Mott Foundation, the John D. and Catherine T. MacArthur Foundation, Save the Children in both the UK and the USA, the Santillana Foundation, and the International Youth Foundation.

Some project highlights

In the course of the year a number of current and former projects, and project staff, have received recognition of their work that goes beyond their immediate localities. In Colombia, the *Costa Atlántica* project (forerunner to the current Infancy and Quality of Life projects) received the National Prize for Pedagogy for its innovative work in education that has benefited some 20,000 children in more than 125 communities. In the USA, Sophia Bracey-Harris of the Federation of Child Care Centers of Alabama (FOCCA) was awarded a five-year Fellowship by the John D. and Catherine T. MacArthur Foundation, in recognition of the contribution that she and FOCCA have made in Alabama. In Japan, Sumeru Nagaune, Director of the Bethany Home in Tokyo (formerly supported by the Foundation), was given the Hokkun Sho award (Treasure Crown Medal) by the Emperor of Japan in honour of her distinguished record in the field of health and welfare. In South Africa, Jane Evans, director of the Ntataise project, was awarded the Rector's Gold Medal by the Johannesburg College of Education in recognition of her exceptional contribution to furthering education in the country.

Many projects have produced publications during the year. Projects in both Singapore and Malaysia produced impressive reports based on extensive child studies carried out in their respective countries. In both cases, the studies were the first to examine the local situation of children's development and to provide data that could influence national policy. In the USA, the maternal and infant education project in Appalachia produced an evaluation report entitled *Against the odds*, that documented, often in people's own words, the impact that the project was having on building confidence and making better use of the rich vein of human talent and ability that often goes untapped in disadvantaged communities. Another publication, based on an evaluation report, is the booklet *More than just a bit of peace and quiet* that was published by the project known as the 123 House in Belfast, UK. In Brazil, the *Fundação Vó Alegria* has produced (in Portuguese) a very readable, well-illustrated short booklet that explains the basic concepts and work of six well-known educational theorists (Montessori, Piaget, Vygotsky, Freire, Ferreiro and Freinet). The booklet has proven popular and is currently being translated into English for wider distribution.

The Foundation, too, has continued its publications programme. Four issues of the *Newsletter* were published, each one containing a number of articles on a specific theme. During 1991 these were 'Speaking for themselves', 'Dissemination', 'Community mobilisation', and 'Para-professionals as educators'. As in previous years, an issue of the *Boletín Informativo* was published. This is a Spanish-language compilation of edited articles from the Newsletter. A new series of short background documents – Studies and Evaluation papers – was launched in 1991. The papers are drawn from field experience and present relevant findings and reflections on 'work in progress'. Two new books were published: Shaping *Tomorrow* by Ruth Cohen which traces the efforts of the Foundation-supported Service Volunteered for All project in Trinidad and Tobago; and *Promotores Comunitarios* by Jani Brouwer and Sergio Martinic which explores some of the many issues affecting community-based para-professional educators, particularly in Latin America.

Latin America was also the setting for a new Foundation video – *The Power to Change* – which is based on the work of the *Costa Atlántica* project in Colombia. An hour-long version of the documentary was made for Channel 4 television in the U.K., and a Spanish-language version was broadcast on television in Colombia. A half-hour version was also prepared in both Spanish and English for distribution by the Foundation.

The Foundation collaborated with the Intermediate Technology Development Group in the U.K. in the production of two books: *Making Health-care Equipment* and *Skills for Life*. The first provides an illustrated step-by-step guide to making health care equipment using local materials, and the second looks at the experience of vocational training programmes for young people in three developing countries – Nigeria, Trinidad and Malawi.

Another collaboration, this time between the Foundation, the Development Education Centre and the Community Education Development Centre in the U.K., led to the production of a training pack for parents' groups, *Us and the kids*. The pack takes as its starting point the concept that parents do the best for their children and have detailed knowledge and understanding of them. It aims to help parents develop the skills and confidence to interact more effectively with their children and act as strong advocates for their children's needs and rights.

A full list of publications and videos available from the Foundation can be found on page 81.

The challenges ahead

Over the year, analysis and reports from organisations and institutions all over the world have highlighted the challenges being faced by children, their families and their communities everywhere. Conflict continues in many countries, famine and malnutrition still hinders children's development, cholera and other preventable diseases are still causing unnecessary deaths and the world's economic recession has hit children – among the most vulnerable of citizens – hardest.

Yet in the midst of these difficult situations, stories of courage, determination and resourcefulness continue to emerge as families and communities organise to put the needs of their children first. As the evidence continues to increase that investing in children makes economic and political as well as moral and educational sense, pressure is increasing on local and national governments to also put children first. It is becoming clear that countries that invest more in their children will see them grow up better. These countries will also emerge stronger and more vital. They stand to reap many benefits, not only for the children, but for society at large.

The Bernard van Leer Foundation plays only a very small part on such a world stage. Together with our project partners, we can help some communities to find new ways of working together in order to shape a better future for their children. And again, together with our project partners, we can advocate for policies and practices that will enable more children to benefit.

Rien van Gendt
Executive Director

Financial Report for 1991 ◄

Where the money comes from

The money spent by the Bernard van Leer Foundation (BVLF) comes mainly from the Van Leer Group Foundation (VLGF), basically a 'holding foundation'. These two Foundations have a common objective. The VLGF realises its objective by making funds available to the BVLF. These funds derive mainly from the dividends received from Royal Packaging Industries Van Leer B.V. (RPVL) in its capacity of sole shareholder of the latter, as well as from the income out of other investments. RPVL is a holding company with subsidiaries in some 35 countries, all of which are concerned with the manufacture of various types of containers, packaging and closures. Apart from the funds the BVLF receives from the VLGF there are other limited income sources from legacies etc. The income in 1989, 1990 and 1991 were respectively Dfl. 39.7, Dfl. 40.1 million and Dfl. 41 million. It is anticipated that the Foundation's income in 1992 will amount to approximately Dfl. 42.5 million.

Where the money goes to

The expenditure of the Foundation is split in two ways. Part of the money is spent administering the programme. This includes the office in The Hague, the employment of some 50 staff members and a wide range of programme services (approximately Dfl. 8 million). However, a far larger proportion of the expenditure goes to projects. The actual number of projects fluctuates from year to year – this publication includes descriptions of 117 major projects currently being supported by the Foundation. Major projects are those which are supported over a period of several years.

When the Foundation's Board of Trustees approves a grant to a major project, a sum of money is earmarked which is expected to last throughout the duration of the proposed project, anything up to five years. Thus, much of the money which is earmarked in a particular year is spent in later years. The sum which is available for earmarking each year is that which is made available by the VLGF and by other sources.

It should be noted that a considerable proportion of the funds spent by projects is counterpart funding which is provided by the partners with which the Foundation is working. This usually consists of a mixture of actual money, of physical facilities made available to a project, and of staff time and other services. In all, counterpart funding accounts for nearly as much as the Foundation itself contributes to projects.

Allocation of grants

The statutes of the Foundation state that 'preference' will be given to work in countries where NOVIB is established. However, this does not mean that the Foundation *must* support projects in all these countries. But the practice is that the Foundation largely abides by this preference. There is no direct relationship between the level of profits made in a country and the level of Foundation spending in that country. The general principle adopted by the Foundation's Board of Trustees is one of redistribution from industrialised countries to developing countries and the aim is eventually to allocate funds so that 60 per cent of the total amount available is spent in developing countries and 40 per cent in industrialised countries. Over the three-year period 1989 to 1991, this division of funds was almost achieved, with 58 per cent of funds earmarked for projects in developing countries and 42 per cent for those in industrialised countries, according to the United Nations classifications.

The following table lists the amount, by country, earmarked by the Foundation in 1989, 1990 and 1991. The table refers to sums which were earmarked during these three years and not to sums which were spent. Thus the countries shown in the table do not coincide precisely with the countries listed in the later part of this report.

Total currency exchanged 1989 through 1991 in millions of DM.

Country	1989	1990	1991	Total	Percentage (1989-1991)
Argentina		.8	.3	1.1	1.3
Aruba		.4		.4	.5
Australia		1.4	.6	2.0	2.2
Belgium		.4	1.5	1.8	2.0
Botswana			<0.1	<0.1	.1
Brazil	2.7	4.7	1.6	8.9	9.9
Chile	.4	.9	1.6	2.9	3.3
China		.2	1.0	1.1	1.3
Colombia	.4		1.2	1.6	1.8
Dominica	.6			.6	.6
El Salvador	.1	.1	.7	.8	.9
France	1.5	.9	.1	2.4	2.7
Germany			.6	.6	.7
Guatemala			.9	.9	1.0
Indonesia	.1			.1	.1
Ireland	.3	.2	.7	1.2	1.3
Israel	.7	2.3	3.1	6.2	6.8
Italy	1.2	.9	.2	2.3	2.6
Jamaica	1.4	1.3	<0.1	2.7	3.0
Japan	1.2			1.2	1.3
Kenya	1.1	1.3		2.4	2.6
Lesotho		.1		.1	.1
Malaysia	.2	<0.1	.2	.3	.4
Mexico	.3	2.4		2.7	3.0
Morocco	.1	1.2	<0.1	1.3	1.4
Mozambique		.7	<0.1	.7	.8
Namibia			.1	.1	.1
Netherlands Antilles	.9			.9	1.0
Netherlands	2.1	1.2	.2	3.6	3.9
New Zealand			.8	.8	.8
Nicaragua	1.3	.6	.3	2.2	2.5
Nigeria	<0.1	.2	2.0	2.2	2.4
Peru	1.3	.1		1.3	1.5
Portugal	<0.1	.8	.3	1.2	1.3
Singapore	1.9			1.9	2.1
South Africa	.8	3.8	<0.1	4.7	5.2
Spain	1.4		<0.1	1.4	1.6
Suriname		.1		.1	.1
Swaziland	.5			.5	.6
Sweden	.1	<0.1		.1	.1
Thailand		<0.1	<0.1	<0.1	<0.1
Trinidad & Tobago	1.4	1.2		2.6	2.9
United Kingdom	2.5	1.3	1.2	5.0	5.5

Country	1989	1990	1991	Total	Percentage (1989-1991)
USA	2.1	3.7	2.0	7.8	8.6
Venezuela	.2	.3	.6	1.1	1.2
Zimbabwe	2.1	<0.1	.2	2.4	2.6
Special grants					
Refugees	1.0	.9	.4	2.3	2.5
RIRCs		1.5		1.5	1.7
Miscellaneous	.1	<0.1	<0.1	.1	.2
Sub-total					
Dfl. millions	31.7	36.0	22.5	90.2	100.0
Programme support					
Programme support projects	2.5	.4	.9	3.7	
Special projects	.6	.4	.4	1.4	
Total Dfl. millions	34.8	36.8	23.7	95.3	

< = less than

Argentina

Universidad Nacional de San Luis

Proyecto Cruz del Sur — 1988 – 1994

The town of San Luis, like many others in Argentina, is experiencing an enormous growth in population because of migration from rural areas. Over 80,000 migrants live in shanty towns which lack most basic amenities including health and education services. The Education Department of the University of San Luis, working with community members in the three poorest *barrios*, has established centres where activities are organised for children and adults. Local mothers, trained as *animadoras*, provide support to families and their children and the programme includes educational, health and nutritional aspects. The development of an early childhood resource and training centre is planned.

Obispado de Viedma (Bishopric of Viedma)

Mapuche children — 1992 – 1994

The province of Rio Negro, in southern Argentina, is home to 11,000 children of the indigenous Mapuche group. The Mapuche families that live on the outskirts of the town of Bariloche are among the most disadvantaged people in the country. There is a high rate of unemployment among the Mapuche, and the social services are unable to provide them with adequate assistance. Poor health and nutritional status among the children is common, and the lack of facilities leads to a high percentage of dropouts among those Mapuche children who do reach school. The *Vicaria de la Fraternidad*, an established organisation that coordinates social programmes in the Rio Negro Province, was approached by a Mapuche mothers' association in Bariloche to implement a project for early childhood development. The project, with Foundation support, will increase mothers' skills in child care and development, help families make use of existing early childhood resources, develop a culturally relevant training programme for parents and produce educational materials. A non-formal day care centre will be set up and run by volunteer mothers for 100 children under eight years of age.

Obra Claretiana para el Desarrollo (OCLADE)
(Claretiana Project for Development)

Kolla family support networks

1992 – 1994

The Kolla, one of the country's 17 indigenous peoples, live in dispersed rural communities in the mountainous area of Humahuaca in northern Argentina. Children reaching primary school experience learning difficulties due to problems of cultural adjustment and the dropout rate among Kolla children is 66 per cent. OCLADE has worked among rural Kolla families since the early 1980s and now, with Foundation support, is running a project for pre-school children in 30 communities in Humahuaca. OCLADE will work with mothers to promote early childhood stimulation, develop culturally relevant educational toys and learning materials – which will be produced at community centres by women and adolescents – and help communities develop income generating activities. The project will train local women as para-professionals to be responsible for community outreach, home visiting, and coordinating children's health and learning activities with the local authorities. The project will initially reach 945 families with 1,500 children under eight years old.

Aruba

Fundashon Pa Nos Muchanan (For Our Children Foundation)

XXXX Coordination and Information Centre

1991 – 1994

The island of Aruba achieved separate political status from the Netherlands Antilles in 1986. At that time, and until 1989, a Foundation-supported project included early childhood development work in all the islands. The labour market of Aruba is dominated by a demand for women workers, yet there are few resources outside the home for young children whose mothers are forced to work unsocial hours in the tourist industry. *Fundashon Pa Nos Muchanan* is focusing on children aged 0-4 years. It is organising training for staff of existing child care facilities, and developing training materials for parents and other caregivers. It also seeks to influence public opinion by highlighting the needs of young children among policy makers with the aim of putting these issues on the island's agenda.

Australia

University of Newcastle (formerly the Hunter Institute of Higher Education)

Caravan children project 1988 – 1994

Due to the severe economic depression of the last few years, the number of people living in caravan parks in Australia has greatly increased and the government is facing the phenomenon of a second generation of caravan park dwellers. Surveys on the effects of caravan parks on children, describe children as often being unsociable, unused to play, and not as successful in verbal skills. In the Hunter Valley region of New South Wales the Caravan children project runs a programme for children and families in 17 caravan parks. By providing training and support for local parents' groups and park managements to operate playgroups, after school programmes and parent education programmes, the project is improving the young children's social, emotional and physical skills. It also helps parents to work together to improve the parks' living conditions and use the available educational and health services. The project plans to extend the programme to other caravan parks in the greater Sydney area, and disseminate its work to parks across Australia.

Contact Incorporated

Contact children's mobile 1987 – 1993

The small and scattered population in the remote areas outback of the north-west quarter of New South Wales and south west Queensland lacks direct access to health, educational and social services. The problems of isolated families, already subject to extreme climatic conditions, and economic and cultural deprivation, have been exacerbated by the recession that has crippled Australian agriculture and mining. The innovative mobile resource unit, set up in the project's first phase, provides isolated young children and their parents with early childhood education through home visiting and playgroup programmes, which is complemented by a daily radio programme. In the current phase, the programmes' scope and outreach are being further developed, with emphasis on support for parents and other caregivers, upgrading and extension of audio visual resources, and training of mobile unit staff. A network of all mobile units serving the diverse population of rural Australia is also being coordinated.

Belgium

Vormingscentrum voor de Begeleiding van het Jonge Kind (VZBO)
(Centre for Training in the Care of the Young Child)

Flemish Training and Resource Centre

1985 – 1992

The Training and Resource Centre, operating throughout the Flemish part of Belgium, provides training, support and information services to childminders, organisations and government bodies working with children aged 0-3 years. It particularly targets the 2,000 or so officially registered and supervised childminders who look after children in their own homes. The Centre also reaches a large number of interested people through a wide range of courses, reference materials, data banks, audio-visual aids, games and a regular magazine – *Kids* – that covers issues concerning young children.

Provincie Limburg, Dienst voor Onthaal Gastarbeiders
(Province of Limburg, Service for Immigrant Guest Workers)

School and family

1988 – 1995

The influx of immigrant labour since the 1930s means that there are now seven distinct nationality groups in the Limburg coal mining areas. None of the groups have Belgian nationality, and they tend to live within their own language groups. Unemployment rates are rising as coal mines are being closed, and action is being taken on several fronts to avoid the emergence of a totally marginalised community. This project is working with pre-school centres and teachers to develop an

understanding of the children's culture, and with parents and the community to strengthen the educational capacity of immigrant families. It provides an education programme for women which includes topics such as child care, stimulation, nutrition and health education.

La Communauté Française (the French community) **and Université de Liège**

Networks

1991 – 1994

The collapse of Belgium's heavy industry base in recent years has led to changes in the country's social and economic life that have mostly affected the French-speaking part of Belgium. In ten years the number of people living on minimum wages has more than tripled, and the number of households living below the poverty line has greatly increased. Existing social services for children and families often do not cater to the needs of family life today, where many parents work shifts, mothers often work outside the home and one parent families are common. The project will concentrate on improving the quality of existing services and on encouraging disadvantaged and immigrant families to make use of these services. Local networks will be established to facilitate cooperation between education, health, and social services to better meet the needs of families. The project will develop a resource base to document its new approaches, and to develop educational materials and training programmes in support of the local networks.

Botswana

Kuru Development Trust

San Pre-school and Child Development Programme

1991 – 1993

The San people, popularly called Bushmen, have lived in large parts of southern Africa for thousands of years. With the increase of southern Africa's population over the last few centuries and the growth of commercial farming, the San have been pushed into semi-desert areas and have lost much of the land that they occupied. The Kuru Development Trust has long experience in working towards improving conditions for Botswana's 25,000 San, who often live in isolated hamlets or squat on large-scale cattle farms, and who are losing their traditional way of life. The Trust runs a pre-school in the town of D'Kar in western Botswana, five pre-schools in other settlements and one farm pre-school, altogether reaching approximately 320 children. With Foundation support, the Trust is now undertaking in-service teacher

training for para-professional pre-school workers, and is setting up groups for mothers and children in which topics such as health, nutrition and child rearing practices can be discussed.

Brazil

Universidade Federal do Paraná

Projeto Araucária 1985 – 1991

More than 100,000 children aged 0-6 in Curitiba, industrial capital of the State of Paraná, are in need of day care. In a first phase the project developed training schemes for teachers, student monitors and workers and administrators of crèches, with a particular focus on activities for children aged 4-6. The theme-oriented training encouraged the development of creative learning materials and activities relevant to local realities and culture. In a new phase, with continued support by the municipalities of Curitiba and Rio Branco do Sul, the project is helping to develop an integrated approach to the care of children aged 0-6. This approach includes the involvement of parents and families and the setting up of a Resource Centre at the University for training, developing of teaching and learning materials, research and evaluation.

Governo do Estado de Pernambuco, Secretaria de Educação
(Pernambuco State, Education Department)

Projeto Arco-Íris 1984 – 1992

The project works in the shanty towns of Recife and some of the depressed interior regions of Pernambuco, one of Brazil's poorest States. Working through four regional training and resource centres, it provides training and support for teachers and supervisors from pre-school to the fourth grade of primary school throughout the region. Both through the training programme and 11 community-based crèches of the Social Welfare Department and the Municipality, strategies are promoted that can be practically applied at the local level: parent education activities including adult literacy; teacher retraining; and training para-professionals from the municipal education network in the health, stimulation and psychological and physical development of young children.

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Universidade Federal de Santa Maria

Criança Rural 1987 – 1994

The rural southern state of Rio Grande do Sul has very poor education provision. There are high drop-out rates from primary schools, and early childhood programmes are virtually non-existent. Flexible, community-based pre-school centres for children aged 3 to 6 years have been set up by the Federal University, in cooperation with the Municipality of Santa Maria, in Três Barras, a disadvantaged and isolated rural community near Santa Maria. The Municipality is working to upgrade teachers and child care workers, and provide them with a support system. Small schools are gradually being phased out in favour of larger 'nucleus' schools in order to stimulate parental and community support. Mothers' groups are being set up to work in the schools and in home-based care. The programme focuses on early stimulation, health, hygiene and nutrition. Education materials are being developed to facilitate parents' activities with their children at home.

Fundação Fé e Alegria do Brasil, Regional Rio de Janeiro
(Fé and Alegria Foundation of Brazil, Rio de Janeiro Regional Offices)

Community crèches 1987 – 1994

People living in squalid conditions in the *favelas* of Rio de Janeiro have faced the consequences of a worsening economic situation in the country. Large numbers of children work in the streets to supplement their families' incomes, and day care is a problem for the mothers who have to go out to work. The project has developed a number of community-based crèches run by mothers which it now works through. The mothers are given in-service training and they in turn become *multiplicadores* – trainers for the rest of the community. In addition to improving the educational quality of the centres, emphasis is placed on health, nutrition and training for community leadership. Increasingly, too, advocacy work for children and adolescents is becoming more of a priority. A sub-project has also started, coordinated by Fé e Alegria's head office in São Paulo, to disseminate the experience of the work in Rio to other Fé e Alegria offices throughout the country.

Fundação Fé e Alegria do Brasil, Regional Rio de Janeiro
(Fé and Alegria Foundation of Brazil, Rio de Janeiro Regional Offices)

Community health project 1989 – 1994

(In association with the S-K Foundation, The Netherlands)
This project is linked to the Community Crèches project in Rio de Janeiro (see above) and runs parallel activities in the field of community

health. Women from favelas are trained as para-professional health workers to work with the monitors in the crèches and also with parents. The main emphasis is on preventive aspects of primary health care but the para-professional health workers are also trained to diagnose and treat common diseases. Theme-based meetings are organised for community-based groups on topics such as women's health, public health and prevention, how to recognise and deal with common diseases, and the need for regular growth monitoring and immunisation of children.

Centro Popular de Cultura e Desenvolvimento (Centre for Culture and Development)

Sementinha 1991 – 1994

Minas Gerais is a large, wealthy state in south east Brazil. It has always attracted migrant families who have found livelihoods in gold and precious metal mining, ranching, farming and industry. However, development and government provision have not been able to keep pace with the needs of the poor families in the interior of the state, and many of these families are migrating to the favelas of the urban areas. CPCD is setting up community-based initiatives in favelas of two small urban centres in the area of child development which are run by mothers from the communities. The project's emphasis lies in creating suitable environments to stimulate children and prepare them for their future school years. Work with older siblings in child-to-child care and the production of educational materials are also components of the project.

Associação Movimento Educação Popular Integral Paulo Englert (AMEPPE)
(The Paulo Englert Association for Popular Integrated Education)

Mobilising for children — 1992 – 1995

In addition to the work of the Sementinha project (see above) other non-governmental organisations (NGOs) are active in child development initiatives in Minas Gerais state. AMEPPE – a well-known NGO based in the state's capital, Belo Horizonte – has a long history of working with grassroots organisations and is providing training support to three other community-based NGOs that are working with some 10,000 children and more than 600 child care workers. The training strategy emphasises self-reliance and community participation, and much of the training is on-site. AMEPPE also plans to develop publications and seminars which will help to advocate for children.

Pastoral da Criança (Pastoral of the Child)

Early stimulation and education in disadvantaged communities — 1980 – 1992

The *Pastoral da Criança*, a non-governmental organisation, has developed an effective 'bottom-up' approach, to working in poor communities, based on families' needs and experiences, and community action. Much of the work uses existing church groups to share information. Previously, its childcare programmes have concentrated on child survival in an effort to meet urgent needs. The *Pastoral da Criança* is now, with Foundation support, expanding its activities to include child development. This programme concentrates on training community leaders to carry out maternal education, covering such topics as health, breastfeeding, and early stimulation. In cases where the community leaders are illiterate, they will work together with a literate helper who is often one of their children. Educational materials will be developed for illiterate and semi-literate parents. Community leaders will be trained in small groups, the training being constantly revised in direct response to the needs of the field.

Prefeitura Municipal do Natal, Secretaria de Educação (City of Natal, Education Department)

Projeto Reis Magos — 1988 – 1994

Less than a third of Natal's primary school age children attend school, and the gap is even wider for the pre-school age group. Only 6,000 of the city's 30,000 children aged 4 to 6 years participate in early childhood programmes, and there are no services for those under four. In its second phase, the project has made use of a well established early childhood education centre as a resource and training centre for professionals and para-professionals working with children aged zero to

eight. It is disseminating its learning and resource materials throughout Natal city, focusing on the needs of three low income areas. The municipality, in cooperation with non governmental organisations, has also begun a development programme in a day care centre in Guarapes, a shanty town on the outskirts of the city, and is experimenting with programmes on local community radio to reach more families with advice on health, education and general community development concerns.

Secretaria de Educação, Governo do Estado de Pernambuco
(Pernambuco State Education Department)

Zona da Mata 1990 – 1992

(In association with the S & Foundation, The Netherlands)
Zona da Mata is an area of privately owned large sugar cane plantations. Its 1.2 million inhabitants earn a minimum income as seasonal workers on the plantations. Living conditions are squalid, and the many health problems affect the physical and mental development of the children, most of whom suffer from malnutrition. The infant mortality and birth rates are high. Recently the State government has been trying to improve the conditions in Zona da Mata: land has been made available to the workers for their own food production, and work has begun on creating educational, literacy and health programmes. With Foundation support, the State government has started an early education programme. Pre-schools have been set up with the dual purpose of providing early stimulation for the children, and health and maternal education for the parents. The project will also work through *two unidades populares* (popular units) situated in low-cost buildings that incorporate a health post, pre-school, adult education facilities, meeting room and cooperative shop.

Chile

Centro de Estudios y Atención del Niño y la Mujer (CEANIM)
(Centre for Studies and Care of Children and Women)

Alternative early education programme 1990 – 1992

CEANIM, a non governmental organisation, hopes to improve the life chances of children living in marginal areas of Santiago by providing them with the opportunity to go to pre-school. CEANIM works in these areas of the city helping mothers and communities to set up their own pre-school facilities. Fifteen community run pre-schools have been established in people's own homes and centres. Mothers receive

training to work with the children and run the pre-schools with occasional support from CENDI. To cater for children of working mothers, the project is now involving adolescents and grandmothers as para-professionals to care for them.

Fundación Nacional para el Desarrollo Integral del Menor (INTEGRA)
(National Foundation for the Integrated Development of the Child)

Centros Abiertos

1991 – 1994

INTEGRA, with Foundation support, is starting a project to upgrade its day care centres in urban and rural areas, and in the capital city Santiago. The project will concentrate on four components: curriculum development, parental involvement, a feeding programme, and staff training. Para-professional pre-school workers and parents will receive training on child development, early stimulation and the role of the family in the child's development. The project will also develop contacts with other organisations working in the field of child development.

Centro de Investigación y Desarrollo de la Educación (CIDE)
(Centre for Research and Development in Education)

Transition in early education

1991 – 1994

The suburb of Conchali, lying to the north of Santiago, has a population of 400,000 people. Many of these people are immigrants from rural areas who come to the city in search of casual labour. Over 40 per cent of primary school children in Conchali repeat the first year of school and ultimately drop out. The project is working with parents, teachers and the municipality to prepare the children in their transition from pre-school to primary school. It will train early childhood workers and primary school teachers to enable them to work better with children from low-income families, and will encourage parents and community members to understand the importance of the home environment in a child's development.

Programa Interdisciplinario de Investigaciones en Educación (PIIE)
(Interdisciplinary Programme for Research in Education)

Rural families

1992 – 1995

Families in the southern O'Higgins region of Chile live in extreme poverty. Family financial difficulties mean that most women need to look for work outside the home, forcing mothers to leave their young children behind. Poverty, social isolation and the disappearing traditional extended family place many young children at risk. The

project will work with families to encourage an understanding of child development and early stimulation. Local mothers and adolescents will be trained as para-professionals. They will run a community-based day care centre, be responsible for home visiting and will in turn train and support other mothers and adolescents. The project will devise culturally appropriate educational and training materials for children, parents and para-professionals.

Red Latinoamericana de Información y Documentación en Educación (REDUC)
(Latin-American Network for Information and Documentation in Education)

Dissemination of innovative practice in ECCE in Latin America

1991 – 1992

CIDE (see above) established REDUC as a coordination centre some years ago to act as an educational information and documentation network for Latin America and the Caribbean. At present REDUC, operating through 27 centres in the region, has an extensive database of documentation on education mostly derived from universities and research institutes. REDUC is now expanding its activities to gather information from field-based experience in the informal sector on innovative approaches in early childhood development. Centres in Chile, Peru, Mexico, Guatemala and Nicaragua will collect information in their own countries. The data collected will be disseminated throughout the region.

China (People's Republic)

Central Institute of Educational Research (CIER)

Hebei pre-school programme

1988 – 1994

As 80 per cent of China's population lives in rural areas, CIER is running a project which concentrates on pre-school efforts in this sector. In its previous phase the project focused on training teacher trainers, reaching over 50,000 children and parents in 2,000 villages in Hebei Province. It compiled teaching materials, carried out its work in experimental sites and set up parents' schools. The experience gained by the project was used to design a basic package combining family, collective and rural pre-school education and includes teacher

training and curriculum design. The package was devised in such a way that it can be easily replicated all over the country. The project is expanding its activities into new rural areas of Hebei and Guizhou Provinces, and hopes to advocate similar work for the rest of the country. Activities at local in-service teacher training schools will enable training of rural pre-school teachers, and a national resource centre for rural pre-school education will be set up. The project will also promote its work nationally through the media.

Colombia

Universidad del Norte

Infancia y calidad de vida (Infancy and quality of life) 1991–1995

Building on the experience of work with pre-school children in the Costa Atlántica region of the country since 1977, the Universidad del Norte, together with the Colombian Institute for Family Welfare (ICBF), is collaborating in a new project to improve home-based care and attention for infants and children from birth to three years of age. The project will work in various villages to develop, test and refine a method of working with the young children and materials to assist in

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this work. Particular attention will be paid to increasing the involvement of parents and community members in the activities with children. Organisations with expertise in income generating activities will be contacted to enhance the impact of the project's educational work by increasing the economic base of the families and community. The project team at the University will also be involved in training the staff of the CDI at various levels. It is intended to develop a network of selected universities and mobilise them to establish similar programmes within the region and nationally.

Centro Internacional de Educacion y Desarrollo Humano (CINDE)
(International Centre for Education and Human Development)

CINDE Resource and Documentation Centre

1987 – 1992

CINDE's work in the information field is fortified by practical project work in highly disadvantaged rural areas in Colombia. It has set up early childhood development resource and documentation centres in three cities. The centres collate, extract and circulate reports, articles and other specialised materials. CINDE also organises workshops to disseminate relevant experience that has been developed both within the network of Foundation-supported projects and by other projects and institutions working in the field of early childhood development in Latin America.

Departamento Administrativo de Bienestar Social (Department of Social Welfare)

Ciudad Bolivar

1988 – 1992

In eight areas of Bogotá which have been designated as being in need of special attention, neighbourhood centres (casas vecinales) have been

developed for pre-school children. The project has introduced a training programme for the staff and volunteers of these centres to improve the quality of education and care for pre-school children. The training programme operates partly through seminars and workshops and partly through in-service activities. Parent education programmes to bring about better health and nutritional conditions for children are also organised, and efforts are being made to promote greater community participation in the caseta vecinales.

Dominica

The Social Centre

Children of adolescent parents

1986 – 1992

The project is aimed at teenagers on an island where 35 per cent of the population is aged under 20 and nearly half the female population are single parents. The objective is to improve the knowledge and skills of teenagers – with or without children – in child development, self-awareness, health and nutrition. There is a centrally-based programme at the Social Centre in Roseau, where creche facilities are available, and an outreach programme for teenagers living in rural areas. While most of the participants are young mothers, wherever possible their families and the children's fathers are also involved. Courses are also available to prepare young people for employment or small business activities.

El Salvador

Fe y Alegria

Children of street vendors

1989 – 1994

Street vendors in the capital city, San Salvador, belong to the poorest groups in society. Most are women heading single parent families, who try to make a meagre living by selling fruit and vegetables. The children usually accompany their mothers to the market, where they have little chance to play or to learn. Most of the children do not attend primary school, and start working themselves by the age of seven. During its first phase, the project established a Child Development Centre a short distance from the central market of Soyapango, and was able to set up a second centre in the neighbourhood of Mejicanos. Both centres provide a day care programme for the children and try to involve the mothers in various aspects of the operation of the centres. In its current phase, the

project will refine the educational programme for the children, develop an education and training programme for mothers in nutrition, health and early stimulation methods, and provide training in business management and financial administration for the mothers, as well as expanding its outreach to more families and children.

Universidad Centro-Americana José Simeón Cañas
(José Simeón Cañas Central American University)

Parent education programme

1989 – 1994

The social services department of the Universidad Centro-Americana (UCA) has developed a community-based parent education programme in three marginal areas of San Salvador. Local people have been identified and trained to work with parents of young children to help them to understand the importance of the educational, social and physical development of their children and what, in the light of prevailing conditions, they can do to improve it. Materials have been developed which focus on issues related to physical and mental health, nutrition, early stimulation and literacy. The recently established Centre for Educational Research is taking responsibility for the continued implementation of the project. The Centre intends to analyse the situation of pre-school children and further develop and apply appropriate strategies and programmes.

France

Association Collectifs Enfants-Parents Professionnels (ACEPP)
(The Association of Children, Parents and Professionals)

Parent-run pre-school centres

1986 – 1992

ACEPP is a national federation of over 700 day care centres initiated and managed by parents, where parents and professionals work together on a partnership basis. In a first phase the project set up pilot centres in

four different types of community where immigrant and indigenous parents and child care professionals are together managing and running varied forms of child care facilities as well as setting up links with other local services. In a second phase, the project is disseminating its approach at local, regional and national levels. More than twelve new centres have been opened and SCEPP receives regular requests for support, advice and training in setting up still more of these self-sustained *crèches parentales* in disadvantaged areas. SCEPP's training strategy works at two levels: directly with the crèches on how to set up and maintain a parent-run facility, and through training of professionals, parents and local policy makers. Also on a national level, SCEPP is undertaking advocacy on behalf of young children in social intervention and prevention programmes and influencing policies to ensure that the necessity of parental involvement is accepted and to enhance the process of social integration for disadvantaged families.

Relais Enfants-Parents (REP) (Parent Children Liaison)

Cellule National — 1990 – 1993

REP was established in 1986 to concentrate on the specific needs and interests of children who are abruptly separated from their parents because of imprisonment. Work is undertaken in prisons with mothers and fathers, with institutions and families that are caring for the children, and with judges and administrators and staff of prisons. With the support of the Foundation, REP is creating a *Cellule National* which has a support and coordination function for regional groups. The objectives include training, evaluation and research as well as advocacy in order to inform the public and policy makers about the needs of the 140,000 or so children and their parents whose circumstances are generally misunderstood or even ignored.

Germany

Forschungsgruppe Modellprojekte (Research Group for Model Projects)

Turkish children and mothers — 1985 – 1995

In previous phases the project has worked to help immigrant families, most of whom are of Turkish origin, integrate into the host society. Integration has been difficult, especially for young children and their mothers. The project team, guided by the needs of the immigrant population, initiated activities including home visits, mother and child school entry groups, literacy classes, German language classes and courses about health and nutrition. These activities were centred in a

primary school in Gebenkirchen and the project's work became a model for other schools with minority group populations. As such great interest has been shown in the work of the project, the team is now trying to devise ways of reaching a national audience by refining strategies for working with minority families and promoting understanding of issues related to immigrant groups. Materials on the experiences of the project and the cultural practices of the migrant community will be produced. The project will address its activities to minority families, educators, policy makers and the general public.

Guatemala

UNICEF

Community support for urban children

1991 – 1993

Over one third of Guatemala City's two million inhabitants live in squatter areas; a quarter of them are children under six years. The few services in the squatter areas are overburdened and will become more so as migration from rural areas continues. In 1981 the government set up COEVAP, an inter-institutional committee for disadvantaged areas, with funding from UNICEF and Médecins sans Frontières, to work with disadvantaged urban communities towards improving their living conditions. COEVAP's integrated approach includes providing amenities, training health workers and running literacy courses. The Foundation is supporting COEVAP to add a child development project to its work. The project will develop home-based day care services and train local women to become carers, or *madres guiadoras*. The mothers will take

the children into their own homes which will be supplied with basic equipment and play materials. Local health promotors will work alongside the mothers to monitor the children's health. The project is part of a larger community development programme that will undertake associated work such as the construction of play areas, and the provision of employment opportunities for the residents.

Ireland

Togher Pre-School and Family Centre

Togher Family Centre 1989 – 1995

The Togher area of the city of Cork comprises public housing estates and a population with an unemployment rate above 50 per cent. A pre-school, set up in 1973, became the basis for the Togher Family Centre which was set up in 1986. Members of the community are involved in

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the management and running of the Centre. The project supports and develops existing programmes such as the crèche, pre-school, family education, and activities for adults. Emphasis is given to training parent volunteers, organisational development, and pre-entry programmes for children about to enter the formal school system. The centre has recently begun to promote its community-based approaches in family education and early childhood development through workshops with city and regional professionals working in this field, and through the strengthening of its training activities.

Israel

The Association of the Education and Development Project

Early childhood and parent education in the Negev

1981 – 1992

Starting in 1981, a series of parent-oriented educational activities was developed in Sderot, a Development Town in the Negev in southern Israel. Some of these activities are now being extended to other towns in the Negev which face a similar range of socio-economic hardships. Implementation of programmes is based on local needs and includes pre-school facilities for 0-6 year olds; enrichment activities for primary school children; programmes in community centres and health clinics; and home visiting schemes. These all involve parents and specially trained para-professionals from the same communities.

The Association for the Advancement of the Ethiopian Family and Child in Israel

Beta Yisrael project

1985 – 1993

Adapting to life in Israel has been difficult for many of the 40,000 Ethiopians who have arrived there since the mid-1970s. During its first few years of operations, the project, located in Beer Sheva, concentrated on activities that aimed to strengthen the self-confidence of the immigrants, help them participate in Israeli society and prepare their children for the future. To this end the project has developed enrichment programmes, home visiting services, group work for parents and adolescents, and a health education programme. Many of these activities are implemented by Ethiopians trained as para-professionals. During the current phase the project will extend its activities, and integrate them into existing services. Links will be built up with other organisations working towards helping the immigrant population integrate into Israeli society.

The Trust of Programmes for Early Childhood, Family and Community Education, Ltd.

East Jerusalem — 1979 – 1995

From 1979, the project developed a unique educational model, linking centre and community-based activities for young children and families in deprived neighbourhoods of the Old City of Jerusalem. A training system for para-professionals, the extension of the 'parent' concept to include older sisters, the involvement of fathers and adolescent boys, and a productive role for the elderly were important elements. The project has created a resource centre to serve the north of the country, and expanded its activities to include health and nutrition education, training of community workers and strengthening a network of early childhood provision. The experience in East Jerusalem led to the setting up of a new project to reach out to other Arab communities while the activities in East Jerusalem are now being consolidated and institutionalised.

Association for community and education in Acre (AMAED)

Acre project — 1986 – 1993

Acre, in northern Israel, has poor housing, high unemployment and a lack of adequate educational facilities. The town's population is mixed Jewish/Arab and the project is working with both Arab and Jewish

parents, children and other community members in an effort to overcome some of the problems affecting young children. Working initially in one neighbourhood, various activities were developed including child care, informal pre-school enrichment, resource provision, community organisation and multi-disciplinary training for para-professionals. In a second phase the programme is reaching out to other neighbourhoods and promoting links with local agencies.

Israel Association of Community Centres (Matnas)

Early childhood and parent education

1989 – 1992

The Association is responsible for some 150 multi-purpose community centres in Israel, mainly located in Development Towns and depressed urban neighbourhoods. About half of these centres run varying types of early childhood and parent education programmes. Community centres form a natural meeting point between local organisations and services. The project's work includes in-service training of professionals and para-professionals from the surrounding communities, and developing materials and methods which are made available to other similar organisations. The project works at both local and national levels, and uses the accumulated knowledge and experience of other Foundation-supported programmes in Israel to encourage early childhood work which promotes the involvement of families and communities.

Project Renewal, Jewish Agency for Israel

Kiryat Gat early childhood enrichment programme

1992 – 1994

Kiryat Gat is a new town built in the 1950s to accommodate immigrants. Though its population of 30,000 come from more than 40 countries, Oriental Jews form the majority. Project Renewal, which works with local residents in two disadvantaged neighbourhoods, is adding, with Foundation support, an early childhood project to its work. The project will involve establishing a new child care centre to both support the few existing early childhood programmes and to develop new programmes. The project's areas of work include encouraging parents in their role as their children's prime educators, and improving the skills of pre-school teachers and para-professionals through workshops on topics such as running pre-schools, and child development and behaviour. It is hoped that parents will become involved in the work of the project and the centre through discussion groups dealing with issues such as child development, play and parent-child interaction. Home visitors will also be recruited and trained from among the parents.

Italy

Istituto per la Promozione dello Sviluppo Economico e Sociale (ISPES)
(Institute for Economic and Social Development)

Programma Infanzia 1986 – 1992

Basilicata, in southern Italy, is mountainous, thinly populated and offers few employment opportunities. Based on the experience gained by ISPES in a project supported by the Foundation until 1986 in neighbouring Mingardo, the project has introduced new ways of working in the health and education sectors. Its overall goal of better coordination and cooperation within and between the two services is complemented by efforts to sensitise parents and community members to their own capacities for involvement in the development of young children. A major part of the project's work has involved innovative and well-integrated training approaches for professionals and key people in the institutions. Additional activities throughout the region include the production of learning materials, launching parent education activities and support for local initiatives, such as Cooperatives for Social Work.

Associazione dei Comuni Molisani (Association of the Molise Community)

Molise programme 1987 – 1992

Communities in the Molise region tend to be small, unemployment is high, and services such as health and education are scarce and deficient. In the early 1980s some 90 municipalities were assisted by the region to employ unemployed teachers as *animatori culturali* and, since 1987, the project has been using these workers as the spearhead of a regional endeavour to mobilise and make full use of existing local resources for young children. In each of 20 communities a wide range of child-oriented activities have been developed by local support groups, links have been forged with schools and health services, and Molise now has a Regional Council for Minors' Affairs to promote the rights and well-being of children. In a second phase more communities are being involved, a health education programme is being designed and implemented and parents and community members will play increasing roles in the planning, implementation and evaluation of all activities.

Universita di Bologna

Po Delta project 1987 – 1992

The Po Delta is a relatively depressed, predominantly agricultural rural area, with high unemployment rates. When the project started in 1987,

little official attention was being paid to the needs of young children. As a result, high school failure and drop-out rates in primary and secondary education were common. Together with the Education Department of the Emilia Romagna Region, the University of Bologna has developed a series of flexible child care services operating in five communities. In each community, a centre has been set up which provides varied responses to the needs of children from 0 to 6 years of age. Activities make use of the resources of the family, the community and existing educational and social services. Members of the communities have been involved from the planning stage, and parents are encouraged to participate in planning of action and running activities at each of the five centres. A key feature of the work is to ensure that local resources are mobilised to support the centres once Foundation funding ceases.

Jamaica

University of the West Indies

Teenage mothers and their children

1986 – 1992

Many babies in Jamaica are born to teenage mothers and the social, economic and personal consequences for the mothers and their children can be disastrous. Low birth-weights, malnutrition and illness are common among these highly disadvantaged infants and there is a need to provide young mothers with support and education in child rearing. The project has established a residential day care centre with facilities for academic and vocational training for teenage mothers. The centre is also developing preventive outreach programmes for adolescents in the area's secondary schools. Another centre, based at a health clinic, provides day care and academic training for mothers as well as a home visiting programme.

University of the West Indies

Advanced Studies in early childhood education

1987 – 1993

In Jamaica and the rest of the Caribbean, as in many other countries, training for teachers in early childhood education is generally at a low level. As a result, the University of the West Indies has designed a part-time Bachelor of Education course specifically for early childhood education personnel. The course, which runs for six weeks each summer over a period of six years, is training a cadre of specialist personnel who will provide leadership in early childhood education in both Jamaica and the region.

Ministry of Education University of the West Indies

North Coast project 1987 – 1993

The Foundation has supported a series of projects since 1986 which were designed to raise the level of Jamaica's Basic Schools – all run by their local communities. The current project, based at a teacher training college, is developing a residential training course for Basic School teachers and offering specific support to teachers setting up and running Resource Centres. These aid Basic School teacher development and stress the need to give greater attention to increasing parental understanding of child development and to improving nutrition. Basic Schools originally catered for 4 to 6 year olds but increasing attendance by 3 year olds has led the project to develop a curriculum for this age group which includes developing an appropriate training programme for teachers and suitable materials.

Japan

Okinawa Association of Community Book and Toy Libraries

Okinawa Project 1992 – 1995

The Okinawan people living on the Ryuku Islands, the southernmost islands of Japan, have a distinct language and culture from the rest of the country. The islands' economy is based on sugar growing and processing. Per capita income is two-thirds that of the rest of Japan and unemployment is three times higher. Children start school at a

disadvantage because they often speak no Japanese and there are no programmes designed to help them catch up with other Japanese children. Because of this, school drop-out rates are high, and only 18 per cent of the islands' high school graduates enter university as compared to the national average of 38 per cent. To improve the situation for children in the area, the Okinawa Association of Community Toy and Book Libraries for pre-school children, an organisation of parents' voluntary groups, will work towards strengthening the network of grassroots community libraries, improving Japanese language skills while maintaining the Okinawa language and culture, and enhancing parents' child rearing skills. Groups of pre-school children will be brought together in houses or community halls, with parents taking it in turns to lead the children's activities.

Kenya

Ministry of Education Kenya Institute of Education

NACECE/DICECE Programme 1984 – 1994

The National Centre for Early Childhood Education (NACECE), based at the Kenya Institute of Education in Nairobi, coordinates and supports early childhood teams throughout the country. Working through District Centres for Early Childhood Education (DICECES), the programme provides training for pre-school teachers and those who train them, helps to develop curricula and teaching methods adapted to the language, culture and traditions of local communities, encourages research and evaluation activities, and emphasises the involvement of parents and the local community in all aspects of pre-schools. This includes building, equipping and managing pre-schools, providing

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resources and materials, and contributing to the curriculum. Training by SATELLITE CCEs is usually provided in the localities and schools where people work.

Ministry of Education Kenya Institute of Education and Samburu County Council

Samburu project 1989 – 1992

The Samburu people, living in the northern part of Kenya, are by tradition nomadic and rely on a subsistence economy based on cattle. Demographic changes, drought and disease have decimated the herds and led to radical changes in the Samburu way of life. The project, initially concentrating on three areas, is working with families, communities and existing services to develop programmes which will improve the quality of life of young children. Particular attention is being given to: education; environmental and personal hygiene; food production and conservation; nutrition; health; and an understanding of traditional survival skills in the context of the culture and traditions of the Samburu people.

Ministry of Education Kenya Institute of Education

Regional Training and Resource Centre for Africa 1980 – 1995

The Regional Training and Resource Centre (RTRC) is housed in the grounds of the Kenya Institute of Education. The objectives of the RTRC include the identification of training needs and expertise in the region; the provision of training facilities and the organisation of short-term training programmes; and the building up of a library of educational and training resources relevant to the region. While the initial focus has been on projects supported by the Foundation, all the RTRC's programmes and resources will eventually be available to early childhood workers throughout the region.

Jomo Kenyatta University College of Agriculture and Technology, Department of Home Economics

Mumias Project 1992 – 1995

(In association with the S & K Foundation, The Netherlands)
Over the last 15 years, a change in the economic base of the area around Lake Victoria in western Kenya has had a strong impact on the local population. The small subsistence farmers living traditional lifestyles have now become paid employees on sugar cane plantations as the land has been taken over by large-scale sugar companies. As farmers leave ancestral lands to live in villages on the plantations they no longer grow their own food; instead they are dependent on products bought from

travelling salesmen at inflated prices. This has, in turn, led to unbalanced diets, increased malnutrition and infant and child mortality. The University College, with Foundation support, will run activities in the Mumias area to improve the conditions of the children. The activities will include working through mothers to raise health and nutrition awareness, training community health workers, collaborating with plantation managers to increase their understanding of the health and nutritional needs of the workers, and working with the local hospital in efforts to prevent malnutrition.

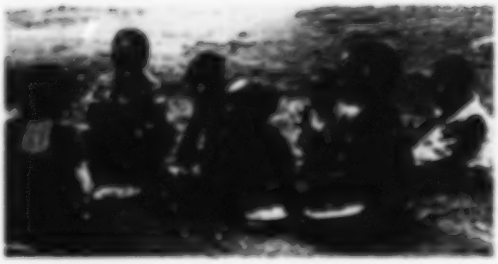
Lesotho

Ministry of Education

Early childhood development programme

1989 – 1992

Lesotho's population is largely rural and lives in remote mountainous areas with few services. Early childhood development centres have been established by local communities in much of the country and are supported by the Early Childhood Division of the Ministry of Education. Resource people have been identified in each region of the country who can pass on to local leaders, teachers, parents and communities information about the developmental needs of young children and ways of meeting them that are appropriate to local culture and traditions. The Early Childhood Division supports the programme with training, curriculum development, supervision and registration of centres, materials-making workshops, and advocacy in the media in order to create greater awareness nationally and locally of the needs of young children.



Malaysia

Kementerian Kebajikan Masyarakat (Ministry of Welfare Services)

Alternative child care project

1984 – 1992

After a 1982 nationwide sample survey revealed that the quality of child care services available was uneven, the Ministry of Welfare Services

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was given the task of implementing a new child care centre law. To realise this the project, initiated by the Ministry, has provided training programmes for 140 government staff and more than 300 workers in child care centres in plantation areas, villages and in the capital, Kuala Lumpur. The training capacity is being strengthened and broadened with the establishment of training and development teams in each of the country's states. They concentrate on health, hygiene, support for children, interaction with children and general management of child care services.

Mexico

Secretaria de Educacion Publica, Direccion de Educacion Inicial
(Department of Public Education, Early Education Unit)

Proyecto Alalil 1980 – 1983

Mexico's education system, materials and methodology have always been heavily centralised and based on conditions in Mexico City, regardless of the country's wide cultural differences. A project in five southern states of Mexico, based on a previous Foundation-supported project, is targeting the disadvantaged indigenous children and families. The project is concentrating on early stimulation, parent and community guidance, and health and hygiene education. New materials and methodologies are being developed and used by *promotoras* who receive in-service training.

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Comisión Mexicana de Ayuda a Refugiados (COMAR)
(Mexico Commission of Assistance to Refugees)

Early education for refugee children

1990 – 1993

Over the last decade, violence and discrimination against indigenous groups in Guatemala has caused approximately 40,000 people from Indian communities to flee over the border into Mexico. Many refugees suffer from health and nutrition problems, trauma, and the break-up of their families. Most refugees are unable to speak Spanish and therefore have difficulty in starting to build a life in Mexico. COMAR is working with the refugees to stimulate non-formal early education using a network of *promotoras* which has emerged in the refugee community. The project concentrates on parent education, early stimulation, health and nutrition, and helps parents understand and improve the psychological conditions of their children.

Morocco

Universite Mohammed V (Mohammed V University, Faculty of Education Sciences)

Attali

1990 – 1994

Attali is the Arabic word for children and is also an acronym for *Alliance de Travail dans la Formation et l'Action pour l'Enfance*, which means Union of Work in Education and Action for Children. The project is focusing on producing low-cost educational materials, and providing in-service training of pre-school teachers. It also has a national role in conceptualising and supporting the establishment of a network of pre-school education across the country. Through close cooperation with the Ministry of Education, the project hopes to improve training capacity and further develop the concept of pre-school education in Morocco.

Ministère de l'Education (Ministry of Education)

Koranic pre-schools — 1988 – 1994

The Koranic school system in Morocco, based on the teachings of Islam, incorporates over 32,000 schools. Although the system is privately run, pedagogical supervision is the responsibility of the Department of Primary Education at the Ministry of Education. The Ministry initiated this project to upgrade the quality of the Koranic pre-schools, which range from the traditional to the modern, within the cultural and religious traditions of Morocco. An in-service training programme, using a new concept of pre-school education, is being introduced in seven districts. In each one, two schools have been selected to serve as demonstration models and resource centres for pre-school teachers and supervisors. Particular emphasis is being put on the transition from pre-school to primary school, and on the production of low-cost educational materials.

Mozambique

Secretaria do Estado de Acção Social (State Secretariat for Social Affairs)

Hulene project — 1989 – 1994

Hulene is a neighbourhood 10 kilometres from the capital, Maputo. Its 50,000 inhabitants include many people from other parts of the country who have sought refuge from the war, drought and other natural disasters. Some 7,000 children aged 2 to 7 attend the *cre-cedinhas* (little schools) which have been set up by members of the community. The project has a training programme for the *animadoras* working in the *cre-cedinhas*, mostly young women. A guidebook for the *animadoras* is being developed to suggest diversified activities for children's learning that are related to their own reality and environment. The production of other learning materials and toys from locally available resources is also under way.

Associação dos Amigos da Ilha de Moçambique (AAMI)
(Association of the Friends of Ilha de Moçambique)

Community-based early childhood development — 1988 – 1993

The district Ilha de Moçambique comprises an island off the north east coast of Mozambique and a part of the adjacent mainland. The Ilha has a unique cultural heritage, and its multi-ethnic population — African, European, Indian and Arab — has increased from 40,000 to

approximately 50,000 as a result of the war. There were no day care facilities, and younger children were looked after by older siblings while their parents work. Health, hygiene and nutrition levels are poor, with 43 per cent of the children suffering from malnutrition. The project is stimulating community organisation, setting up early childhood groups, running parent education programmes, and trying to improve health and hygiene. Parent education focuses on child development and nutrition; training for women from the community to become monitors in the early childhood groups is based on the use of locally available materials. The project is also being sponsored by the Commission of European Communities.

The Netherlands

Museum voor het Onderwijs (Museum of Education)

Museum

1985 – 1992

The Museum, located in The Hague, provides educational services to schools and focuses on the theme "Man and His World". Traditionally catering to the 9 to 18 age group, the Museum is now reaching out to younger children. The project has developed support materials for teachers of these children based on the daily lives of children in the Sahel region of Africa, and is using the Museum setting to develop expertise in the use of Museum facilities. Some 5,000 young children visit the exhibition each year in groups as part of a school programme while many others visit independently with their families. The overall aim is to enhance the multicultural perspective in education and the children's awareness of the world as an interdependent system.

Stichting het Kind in de Buurt (Child and Neighbourhood Foundation)

Young families at risk 1985 – 1996

In the northern provinces of The Netherlands, where an estimated 25 per cent of the labour force is unemployed, many teenagers face a life on welfare. *Kind in de Buurt*, based in the province of Groningen, trains adolescents in parenting techniques through activities in neighbourhood creches. Adolescents in vocational schools are involved in developing teaching materials on teenage parenthood. The project also trains unqualified day care staff in planning activities for children coming from disadvantaged families. The project's approach of linking the activities in day care centres and the education of adolescents in schools is being adopted by other organisations, among them the Foundation-supported *Pro Infantibus* Foundation (see below).

Stichting de Meeuw (Seagull Foundation)

Samenspel (Joint Action) 1989 – 1996

The *Samenspel* project works in two areas of Rotterdam designated as Educational Priority Areas by the Ministries of Education and of Social Welfare, and directs its activities at immigrant families of Turkish and Moroccan origin. Initially the project worked to encourage parents to enroll their children in the municipal subsidised playgroups by running informal play afternoons once a week. The work gradually expanded to include training programmes for multi-ethnic play leaders, and activities for mothers and children. *Samenspel* is now working to develop specific activities to help minority children in their transition to the formal school system, and will document their experiences for other interested organisations. The project is also trying to integrate its approaches within the existing day care provision in all the education priority areas of the city.

Stichting Pro Infantibus (Pro Infantibus Foundation)

Young families at risk — 1990 – 1992

Following the pioneering work of the project of the same name in the north of the country (see above), a Foundation established in the southern province of Limburg is introducing similar methodologies in day care centres and vocational schools in the town of Maastricht. Aiming its activities at similar target groups as Groningen, the project has adapted materials and developed new approaches for the training of day care workers. One such approach is a training system using video. Other programmes include child stimulation, parenthood and coping skills for adolescents.

Nederlands Instituut voor Zorg en Welzijn (NIZW) (Netherlands Institute of Care and Welfare) and **Kraisverenigingen** (Home Care Associations), Breda

Child development programme — 1991 – 1994

Early childhood health care in The Netherlands is carried out by non-governmental organisations called *Kraisverenigingen*, which serve more than 60 per cent of the population. Although the staff of the *Kraisverenigingen* are highly experienced, they are unable to reach disadvantaged families effectively. A pilot project has been started in two areas to improve the work with families with children aged 0-4 years. Mothers from these communities are being trained as voluntary home visitors. It is hoped that their contact with families in their community will stimulate parents to join the programme. The aim is to eventually incorporate the programme into the regular services of the *Kraisverenigingen*. The pilot project draws on experience gained in other Foundation-supported projects in the UK and Ireland.

Netherlands Antilles

Centro pa Desarrayo di Antias (CEDE Antia)
(Centre for the Development of The Netherlands Antilles)

Antilles early childhood programme — 1986 – 1995

The project works on five Antillean islands to improve the quality of day care and home-based nursery services. The adoption of Dutch as the official language has kept the islands apart from educational developments elsewhere in the Caribbean. Existing day care provision is insufficient to cater to the needs of the islands, especially with more mothers seeking paid work to help their families survive. In an earlier

phase, the project developed courses in child development for different levels of staff and encouraged parental involvement in the work of day care centres. Anticipating a rapid expansion in the number of pre-schools in the near future, the project is running basic training courses for untrained day care employees, and diploma courses for the directors of crèches and pre-schools. Appropriate learning materials, geared to the needs of each island, are being developed and a Training and Resource centre has been established in Curaçao which will assist with similar activities for the other islands. The project also reaches parents and child care workers through radio programmes, and the distribution of educational materials.

New Zealand

Anau Ako Pasifika (Family Learning in the Pacific Way)

Anau Ako Pasifika 1988 – 1992

Three per cent of New Zealand's population are people from the Pacific Islands of Samoa, the Cook Islands, Niue, Tonga, the Tokelau Islands and Fiji. Originally coming to New Zealand for employment, Pacific Islanders now face unemployment rates of up to 30 per cent – the highest in the country. The project supports a home-based programme that works to improve health practices, nutrition and parenting skills within the Pacific Island communities. Activities focus on the language and traditions of the Pacific Islands, as well as on the English language and the local environment. The project is now working on consolidating its activities, and developing a low-cost, sustainable model for home-based interventions. It is also extending its activities to include isolated families and other ethnic groups that are under-represented.

Nicaragua

Ministerio de Educacion (Ministry of Education)

Rural pre-schools 1980 – 1993

During the first two phases of the project between 1981 and 1989, efforts were concentrated on the construction of adequate infrastructure and developing a model for community-based pre-schools in four of the country's six regions. The pre-schools used local mothers trained as para-professionals and student volunteers under the guidance of professional teachers. Since then the project increasingly operates from

community centres and facilities, and private homes. In its current phase, in spite of fundamental changes in the public sector because of a change of government in 1990, the project has expanded to more communities in other parts of the country. It is working to refine the training courses and to increase the involvement of parents and community members to create a more supportive environment for the young child.

Centro de Educacion y Comunicacion Popular (CANTERA)
(Centre for Education and Communication)

Ciudad Sandino 1989 – 1992

Ciudad Sandino is a highly disadvantaged municipality close to Nicaragua's capital, Managua. Its 100,000 inhabitants live in conditions of extreme poverty, lacking practically all basic services. Many children are at risk, confronting malnutrition, severe neglect, abandonment, violence and sexual abuse. The project is involving the community in finding solutions to these problems. Community members, particularly adolescents, are being trained to work with parents and children at risk, and an educational programme for parents focuses on their personal and family problems and how these affect the development of their children.

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Centro de Información y Servicios de Asesoría en Salud (CISAS)
(Centre of Information and Advice on Health)

Project to reduce malnutrition 1991 – 1994

The political instability and natural disasters in Nicaragua have severely affected the country's economy, infrastructure, food production and social services. As a result the health of much of the population, especially children, has suffered. Although everyone is entitled to free health care, the reality is that care is not available due to the lack of facilities, supplies and trained health workers. Because of the absence of curative health care, CISAS is concentrating on preventive health care education. CISAS' activities include: training para-professional workers to focus on the health and nutrition needs of young children; running a health education programme for parents; developing a child-to-child approach to health education; introducing health education into the curriculum of teacher training colleges; and establishing training programmes for professionals monitoring non-formal early childhood care and education programmes to ensure that the health and nutrition needs of children are taken into account in the implementation of local programmes. CISAS will also develop support materials for the training of para professionals and educational materials for them to use with the children, and materials for the health education programme for parents.

Nigeria

UNICEF (Nigeria)

Child development programme 1987 – 1995

UNICEF has been working with the Federal Government of Nigeria *inter alia* through the Federal Ministry of Education and one of its parastatal organizations, the Nigerian Educational Research and Development Council, to develop alternative community-based, low-cost approaches to early childhood development. The programme's social mobilization approach involves all those who look after young children – mothers, siblings and other caregivers – and emphasises child development, health and nutrition, the use of locally relevant materials, and the reinforcement of local languages and traditional cultures. In 1991, the number of Local Government Areas involved increased from five to 16. The programme is part of a wider initiative involving different sectors and ministries which promotes rural development and tries to lessen the heavy burden of food production and processing which in practice falls on women.

OMEP (Nigeria) *(Organisation Mondiale pour l'Education Préscolaire* – World Organisation for Pre-school Education)

Mushin community day care

1991 – 1994

Large shanty towns have developed in Lagos, Nigeria's capital, as housing provision cannot keep up with the numbers of people arriving from rural areas. Living conditions in Mushin, one of the most deprived areas, are impoverished and overcrowded. Ill health and poor nutrition are common, and most families subsist on minimal earnings from street trading, in which children often participate. As parents work long hours, there is heavy demand for child care. Existing child care centres are overcrowded, have few resources and the care givers are often untrained. OMEP, with Foundation support, intends to improve the education and care of children through providing skills development and learning opportunities to the care givers, and training to produce low-cost learning materials. Through contacts with families, local services and community groups a support network for the care givers and families of Mushin is being created.

Pakistan

International Rescue Committee

Kodakistan education project

1987 – 1993

Many of the estimated six million Afghans who have taken refuge in neighbouring Pakistan are awaiting the opportunity to return to their home country. Most of them come from rural areas and are largely illiterate. Their physical condition is poor, with widespread malnutrition

and general health problems. Children especially lack stimulation and support. Since 1987, the project has been stimulating the overall development of the children and working to strengthen the mothers' role as prime educators, through the development of early childhood facilities in conjunction with health services and the training of para-professionals to work with the mothers and children. Special attention is also being given to improving health and nutrition.

Peru

Ministerio de Educacion Instituto Nacional de Investigacion y Desarrollo de la Educacion (INIDE) (National Institute for Educational Research and Development)

National non-formal education programme

1980 – 1994

Since 1979, what began as a pre-school project in Ate-Vitarte near Lima has developed into a comprehensive system of training and support for the non-formal sector. The programme involves the training of local women as *animadoras*, the development of a culturally relevant curriculum, involvement of parents and communities in their children's education, and the training of professionals who supervise and coordinate non-formal pre-school education programmes. Semi-autonomous training teams have been set up in four of Peru's 12 regions. The work includes the first years of primary school and adaptation of curricula in teacher training colleges.

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Singapore

NTUC Child Care Cooperative

Alternative child care services

1986 – 1992

Increasingly, more children in Singapore need day care services as more women enter the work force as a result of a declining birthrate and a labour shortage. The NTUC, with government and Foundation assistance, has set up child care centres in the empty ground floor spaces beneath the multi-storey apartment buildings in which most families live. The centres are available to the children of low-income families where both parents work. Activities include toy and book libraries, story telling sessions, parent-teacher groups and a scheme where older brothers and sisters come to the centre and become involved in activities with the children.

National Institute of Education

Singapore II

1983 – 1992

Research carried out by the Institute since 1983 has provided the first comprehensive data on the social and cognitive development of children in Singapore. A major outcome was the finding that while children did well at mathematics and had normal intellectual and social skills, many

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Portugal

In Loco

RADIAL *(Rede de Apoio ao Desenvolvimento Integrado do Algarve* – Support Network for Children and Community Development in the Algarve)

1985 – 1994

The rural area of the Algarve offers few employment opportunities, other than in traditional hill farming. Many young adults leave home to work in the tourist industry on the coast or elsewhere. Young children are often brought up by members of the extended family and have limited educational and employment prospects. By setting up experimental child development centres in four communities and training local people as para-professionals to run them, the project has initiated a new pattern of social investment in the area's future. RADIAL developed four village-based community associations which manage the local children's centres, and helped to establish the voluntary organisation, *In Loco*, to support the associations and expand their work. Child development programmes have already reached about 1,000 children and their families. Educational and cultural activities are arranged for children as well as for adults – teachers, parents, local leaders, grandparents and siblings. A mobile support team visits small hamlets where trained professionals work with mothers and children in small groups. RADIAL has also helped to set up vocational courses which led to the establishment of business enterprises. During the current phase, *In Loco* will provide advice, training programmes and materials throughout the region to encourage the establishment of additional centres and to ensure that child and educational components are given sufficient priority in the region's development planning.

Instituto de Estudos para o Desenvolvimento (Institute of Development Studies)

ECO project

1986 – 1992

A 1980 study showed that 49 per cent of children from deprived urban neighbourhoods failed in the first grades of school. An initial phase of the project began in 1983 to work with four schools in two working class neighbourhoods in Lisbon to develop innovative and community-oriented methods to change what were seen as backward and unsympathetic pedagogical practices of elementary school teachers. In a second phase which began in 1986, the project was able to extend its strategy – including the design and publication of support materials, in-service training and the organisation of seminars for policy makers and leaders of teacher training colleges – to 17 schools in three areas of the country. In its current third phase, which began in 1988, the project is working closely with the Ministry of Education to achieve a national impact for the project's work through teacher education programmes.

had problems with language skills. As a result, intensive training programmes were instituted for teachers and supervisors from 40 pre-schools. In its current phase, the project is helping to organise clusters of pre-schools in small support networks to exchange ideas and experiences and help to sustain the impact of the training. In addition, the project is disseminating its findings to professionals and parents through public seminars, publications and a mass media programme including radio talks and newspaper articles.

SEEC Child Care Cooperative

Regional Training and Resource Centre for Asia

1988 – 1993

A regional training and resource centre (RTRC) for early childhood care and education has been established to: help identify training needs in Asia; identify training expertise throughout the region in order to build up and support regional training capacity; develop training courses; and provide educational and training materials. The RTRC runs workshops for trainers on themes of common interest in the region. While the RTRC's initial focus is on projects supported by the Foundation, all the programmes and resources will eventually be available to early childhood workers throughout the region.

South Africa

Community Education and Development Trust

Chatsworth Early Learning Centre

1979 – 1995

The Early Learning Centre (ELC) in the Durban suburb of Chatsworth was established in 1979. It provides training for teachers in community-based crèches and of preparatory classes attached to primary schools, supports childminding activities, runs parent groups and organises playgroups in townships around Durban. Community activities include health education for adults, medical screening of pre-school children and a variety of adult education courses. During the current phase, work in the field of child advocacy and support of children's rights will be expanded.

Entokozweni Early Learning and Community Services Centre

Entokozweni project

1974 – 1995

The Early Learning and Community Services Centre, set up in 1974 in Soweto provides full day care and education for children from 0 to 6

years of age. In addition, the Centre tries to meet the demand for trained pre-school staff in Soweto and elsewhere by organising in-service training, training workshops and demonstration classes for pre-school workers. School readiness classes for children without pre-school experience and a programme where childminders are trained are also linked to the project. Programmes for parents strengthen understanding of their educational roles. The project also advocates for the interests of young children at local and national levels.

Centre for Social Development, Rhodes University

Grahamstown project — 1984 – 1995

The Centre for Social Development is involved in training pre-school teachers, building community support structures and organising parent committees to encourage independent functioning of pre-schools. The Centre also works with home care groups and trains childminders. Outreach activities have resulted in the establishment and support of farm based pre-schools in the rural areas around Grahamstown. Further work is being undertaken on the development of theme-based packages for use in pre-schools and home care groups and on a parent education programme in health clinics and pre-schools.

East London and Border Association for Early Childhood Educare

Border Early Learning Centre — 1987 – 1995

This project continues and expands the work of an earlier Foundation-supported project by providing in-service training for pre-school

teachers in the East London and Border area. It has a training programme with para professionals in hospitals to support the overall development of children in their care, clinic based activities for mothers, and a support programme for newly established pre-schools in the Eastern part of the Cape Province. The Centre's Teacher Educare course has been accredited by the South African Association for Early Childhood Educare and has set a standard for pre-school teacher training throughout the country. Satellite Centres have been successfully established in the region and have taken over part of the training and support activities. Training is followed by support visits of the Centre's staff to the participants' places of work. The project is also developing an extensive training module for community workers.

Rural Pre-school Development Trust

Ntataise 1981 – 1995

Ntataise (a South Sotho word meaning 'to lead a young child by the hand') began by training local women to work in farm based pre-schools around Vilpoortskroon in the Orange Free State. Several hundred para professional pre-school teachers have either been trained at Ntataise's own training centre, or receive support from Ntataise field workers. The project cooperates in rural outreach programmes with other Foundation-supported projects in Grahamstown, East London, Queenstown and Cape Town as well as with the Rural Foundation. Special emphasis is being laid on community and parental involvement, the development of training materials, advocacy and information and resources for rural early childhood programmes.

Western Cape Foundation for Community Work (ECW)

ECW outreach project 1987 – 1994

ECW supports community organised pre-schools in and around the Western Cape and Capetown. It provides a variety of services related to young children and their families including: training of para-professionals and supervisors for pre-schools; support for home visiting programmes; training and support for home based childminders; and advice and practical experience on curricula, toys and other materials. Communities wishing to set up their own early childhood centres are assisted with training programmes which enable them to initiate and manage all aspects of the task and eventually become autonomous.

Queenstown Early Learning Centre

Queenstown Early Learning Centre

1989 – 1992

The Queenstown ELC was set up in 1989 to take over the training activities and support of groups wishing to start new pre-schools. These services were previously provided by the Border Early Learning Centre in East London (see above). The project, situated in the rural town of Queenstown, provides teacher training for new pre-school teachers and courses for experienced teachers in the surrounding villages and farms. The ELC initially helps communities to create their own pre-schools. Parents are encouraged to become involved by providing care and support to the school, or by producing toys and educational materials. The project assists in training the pre-school teachers, who are usually elected by members of the same community. Other support services provided by the project include guidance to parent groups, management training for parent committees, and advocacy on children's issues.

African Child Care Project Ltd.

Child care and support in northern Natal

1990 – 1992

Many of the pre-school facilities in northern Natal Province are privately run in homes or community centres. The African Child Care Project has established a pre-school in the town of Nongoma that acts as a model and provides a base for training throughout the area. The project trains and supports parents and staff of pre-schools and crèches. Support is also given to communities wishing to set up their own pre-school facilities, and special programmes help parents in their role as home educators. At present the project reaches approximately 300 children in 15 groups around Nongoma, and it plans to expand its activities to a nearby town.

Spain

Ayuntamiento de Santa Fe Provincia de Granada
(Municipality of Santa Fe and Province of Granada)

Capitulaciones 92

1989 – 1992

The township of Santa Fe is situated in Spain's poorest region, Andalucia, and has a population of 12,000 inhabitants. Illiteracy in some rural areas of the region is as high as 65 per cent. Juvenile crime and vandalism are increasing and in recent years a greater proportion of women have begun to work outside the home. These factors have led to a recognition of the need to institute a process of change from the

earliest years that is aimed at reinforcing the role of parents as prime educators of their children. The project, based in a drop-in centre for children and families, is developing an integrated approach to care and education for children aged 0 to 3 years which is distinct from traditional day care, lower in cost and socially useful. The project team works in partnership with parents and local services to develop activities and learning materials relating to children's development, and health and hygiene within the family and community.

Patronat Municipal de Guarderies Infantils (Department of Pre-school Education)

Context Infantil

1989 – 1992

As part of a coordinated structure that the City of Barcelona is developing for early education covering children from 0 to 6 years of age, this action-research project is located in two disadvantaged areas of the city. The project is developing a service which takes account of the personal needs of the children in their community contexts and provides activities for 0 to 3 and 3 to 6 year olds. The project's work includes: adaptation of existing institutional structures; training and retraining of staff; the incorporation of health and hygiene education; and the development of methods of involving parents and community members in children's activities and development. Opportunities are also provided for the early learning of the Catalan language where necessary.

7.

Swaziland

Ministry of Education

Early childhood development project

1988 – 1992

Most of the 200 early childhood centres throughout Swaziland were built by the communities which they serve. They are supported by the parents and run by teachers from the local community. As many of these teachers are not formally trained, one of the project's areas of activities is to develop an in-service pre-school teacher training programme and relevant materials to meet the needs of the communities. Three regional training centres run pre- and in-service training courses while district supervisors follow up and reinforce training at the local level. Parent and community programmes are also being developed through the pre-schools focusing on child rearing, feeding and health issues.

Thailand

Ecoles sans Frontieres (Schools without Borders)

Refugees in Thailand

1984 – 1992

Victims of the conflicts in Indochina living in refugee camps in Thailand frequently succumb to a situation of dependency, isolation, inactivity and depression. Young children are, of course, affected and the project, operated by *Ecoles sans Frontieres* and Caring for Young Refugees, has been working to improve the quality of child care and education services as well as to stimulate self help among the parents. The project's educational activities use children's everyday experiences to stimulate their all round development. Now in its final year, as more of the refugees are being repatriated, the focus is increasingly on preparations for continuing good quality child development activities when they return to their home countries.

Redd Barna (Save the Children Fund, Norway)

Khmer Women's Associations (KWA)

1986 – 1992

Approximately 25 per cent of the displaced Kampucheans living in the Thai border camps are children under five years old. Educational opportunities for the children in the camps are limited, family structures are breaking down, the residents have no means of earning a living, and domestic violence caused by the pressure of camp life is common. The

KWS is trying to improve the situation by running parenting classes, concentrating on early childhood education, and courses on literacy and skills training. It is working towards stimulating the active participation of women in camp life, and creating a stable family environment for the children.

Save the Children Fund (UK)

Nongkhaem garbage dump 1990 – 1993

The majority of the 2,000 inhabitants living around the Nongkhaem garbage dump on the outskirts of Bangkok are dependent on the dump for their livelihood. The lives of the children are precarious with many of them suffering respiratory illnesses and malnutrition. Immunisation rates are low and neglect, abandonment and abuse of children are common, as is drug abuse among the children. The Foundation for Slum Child Care has set up a day care centre for children under five years to provide them with a safe and stimulating environment during the day. Community members are being trained in child care and development to work in the centre. The children's health and nutritional status are being monitored and are linked to a maternal and child health programme.

Trinidad & Tobago

Ministry of Education Servol (Service Volunteered for All)

Servol – national programme

1987 – 1993

Since 1987 Servol has been acting as the agent of the Ministry of Education in the pre-school field. Through a non-formal programme, local communities provide the basic physical and other support structures and Servol trains and supervises early childhood educators from those communities. Usually poorly qualified academically, the trainees learn not only about pedagogic issues but also skills which will enable them to be "agents of change" within their communities. This involves emphasis on health and nutrition for children and adults; the involvement of parents and other community members in the life of the school; parent education; fundraising; coordination with local primary schools; attention to local environmental issues such as sanitation, electricity supplies or transport; and the organisation of community events and action. By the end of the current phase it is anticipated that some 220 pre-schools will be participating in the programme, all managed by local Community Boards of Education.

Servol (Service Volunteered for All)

Regional Training and Resource Centre for the Caribbean

1990 – 1993

A Regional Training and Resource Centre (RTRC) has been established in Trinidad and serves the Caribbean. Based at Servol, the RTRC works with governmental and non-governmental organisations to identify, facilitate and develop training programmes in early childhood and adolescent development and parenting. The emphasis is on community-based services within the various Caribbean territories, including building up regional and local training teams and the development of pre-school schemes and adolescent programmes appropriate to specific contexts and needs.

United Kingdom

Strathclyde Regional Council

Partnership in education

1983 – 1992

Starting in 1983 in the Priesthill area of Glasgow, the project worked in six out of eight local primary schools and in the majority of local formal and informal pre-school centres. The project team made contacts in the

community with parents and local professionals and together began to devise programmes of activities which focused on children's learning. In its second phase, the project consolidated this work, and expanded its activities to another neighbourhood in Glasgow. One of its most successful ventures has been the organisation of 'Family Nights' to encourage parent-child interaction. Other activities include the establishment of libraries and associated services in support of children's reading; training and retraining of professionals and para-professionals; and encouraging and developing community initiatives which support young children. During the current phase the project's outcomes are being disseminated throughout the Strathclyde region, both through in-service and pre-service training programmes and through direct support in neighbourhoods all over the region. The project's contention is that a combination of professional retraining and specific actions at neighbourhood level can set in motion a process whereby, in communities, development will be triggered by drawing on the inner dynamic of local people.

University of Bristol

Parent and Health Visitor child development programme

1985 – 1993

The programme, which began in 1979, has stimulated professional health visitors to re-think their attitudes and modes of work. Educational know-how and a new philosophy of empowerment has led to the development of sensitive but non-dominant support by health visitors for parents living in deprived areas, fostering the parents' own skills and raising their self-esteem. The children of parents participating in the programme showed good progress on key development indicators. The programme is now being implemented in 27 District Health Authorities and over 17,000 families are involved each year. During the current phase, the programme will become integrated into the University's Department of Social Work.

University of Aberdeen

Young Families Now — 1986 – 1994

The project started by focusing on empowerment in a former close-knit fishing community which has had problems adapting to the economic and social changes brought about by the advent of the oil industry in Aberdeen. Parents and professionals worked together to develop new forms of learning opportunities for children and parents. A project base provided opportunities for child, parent, and child-parent activities but the emphasis was on support for community-based initiatives and on the development of local networks. More recently, the project expanded its training and community development programme throughout the city of Aberdeen and beyond to rural areas within the Grampian Region. These activities are now being extended and strengthened with a view to integrating the project team into the regional training and advisory structures serving voluntary and statutory agencies in Northern Scotland.

123 Community House

123 House — 1987 – 1994

The 123 House, a community resource situated in a district which is badly affected by the sectarian conflicts in Northern Ireland, supports parental involvement in areas of need defined by local families. It provides flexible, low cost, community support for parents' self-help efforts in organising day care and out-of-school activities. Activities include a playgroup, a mother and toddler group with creche, an after

school project for 5 to 12 year olds, play schemes for children during school holidays, a club for teenagers, and classes and discussion groups for parents. The 123 House works closely with a variety of organisations from the voluntary and statutory sectors concerned with early childhood development and is working towards becoming a cross-community organisation.

Guth nam Parant (Voice of the Parents)

Guth nam Parant 1987 – 1994

Most of the people in the Western Isles of Scotland live in isolated fishing or crofting communities. The high level of unemployment has forced many of the men to live and work on the Scottish mainland, away from home. Isolation is therefore a major issue. *Guth nam Parant*, a parent-run association of pre-school groups, is encouraging parents to become involved in their children's education through outings, workshops and publishing a parents' newsletter. The Association, through its fieldworker staff, is also extending the network of parents groups, supporting playgroups and training parents in child development. Many of the groups are Gaelic speaking and therefore require additional support and specific training of their own. *Guth nam Parant* is helping to demonstrate that the unique language and culture of the Western Isles can be used to overcome many of the problems traditionally identified with 'disadvantage'.

Save the Children Fund

Cynon Valley 1991 – 1994

The dramatic collapse of the coal mining industry over the last 15 years has left some areas of Wales depressed and without employment prospects. In the Cynon Valley, one of the most deprived of these valley communities, the project is working with disadvantaged children and their families. Through crèche facilities and drop-in rooms for parents, families living in isolated housing estates are able to participate in the development of service and support structures. This helps the parents meet their families' needs and raise their self-image.

United States of America

Committee for Boston Public Housing Inc.

Boston housing project — 1984 – 1995

Between 1984 and 1989 the Family Community Resource Center worked with tenants of 17 public housing developments in Boston. Basic family support services have been established which emphasise a self-help approach linking individual and family development with community empowerment. Activities include the creation of community centres, early childhood education facilities, programmes for older children and teenagers, counselling and referral services, and advocacy. In the current phase the project is emphasising the consolidation of past achievements and dissemination of its philosophy and methodologies. It is also undertaking advocacy on issues such as community organising, public safety and child care. The project is also sponsored by the Boston Foundation, the City of Boston and the State of Massachusetts.

Denver Indian Centre, Inc.

Early childhood services for urbanised American Indians — 1985 – 1993

Many young Indian children living in Denver do not speak English as their first language, and knowledge of Indian languages and cultures within the educational system is almost non-existent. The Denver Indian Centre incorporates a pre-school that has devised and implemented a culturally relevant curriculum in cooperation with parents. The project has been recognised by the US Department of Education as the most effective pre-school programme for Indian communities and has received government funding to begin to disseminate the curriculum among Indian communities nationally. Within Denver, basic courses on nutrition, health, home safety and other topics have been developed for more than 1,000 families where educational achievement is generally low and most incomes are below poverty level. The project is cooperating with other agencies involved with American Indians throughout the city and state.

University of New Mexico, College of Education

Hispanic families — 1985 – 1992

People of Hispanic origin constitute more than 37 per cent of the population of the State of New Mexico. One estimate suggests that as many as 40 per cent of them live below the federally-determined

poverty level. The project focuses on enhancing the development of children aged 0 to 5 years, improving the ability of education, health and social services to work with poor Hispanic communities, and developing the skills and attitudes necessary for self-help among the families and communities themselves. The project has found that close family and community involvement has enhanced children's development. Parents who participate in the programme tend to be more involved in their children's later education and also themselves seek further education, become involved in other community activities and campaigns. The state plan for pre-school education has integrated key elements from an innovative bilingual curriculum developed by the project.

Federation of Child Care Centers of Alabama (FOCAL)

Peer education project 1986 – 1993

FOCAL is working with private day care services for young black children throughout Alabama. Strategies include generating new approaches to parental education and support, building Statewide networks, raising self-esteem and skills, developing culturally appropriate curricula, and training staff. A key ingredient is enabling participants to overcome 'negative racial scripting' through FOCAL's Peer Education Project, in which education is seen as a dynamic two-way process between persons of equal worth and equal value. This is in a context where educational and other prospects for black children throughout Alabama are low in comparison with those of the children of other ethnic groups outside the Deep South; most black children in Alabama do not complete high school; and illiteracy remains high.

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Vanderbilt University, Center for Health Services

Maternal and infant education in deprived communities in Appalachia

1987 – 1994

States comprising the Appalachian region have the highest levels of infant mortality in the country. In 1982 the Center for Health Services initiated the Maternal Infant Health Outreach Worker (MIHOW) programme which builds on previous experience of community-based health interventions. Since 1987 the programme has been operating in seven areas in the States of West Virginia, Virginia, Kentucky and Tennessee, and incorporates recruitment and training of local women as 'natural helpers' who undertake home visits to pregnant women and mothers of infants; groups for mothers and toddlers; coordination between various services attending to families and children; and a wide range of community initiatives. In its current phase the work is being extended to include other sites in the four States and Arkansas. The experience is also being documented to aid dissemination throughout the region of the empowerment model which has been developed.

Canton Public School District

Development of a community-based early education programme

1989 – 1992

Public education in Canton, Mississippi, as in much of the Deep South, has inadequate funding, poorly motivated staff, and little parental involvement. The project's focus is on parents of young children to support them in their role as their children's first educators and to stress the importance of home as a learning environment. Activities include coordinated action by education and health services to improve the poor health status of many children; a drop-in centre to include a playgroup, telephone help line, and newsletters for parents; and a home visiting scheme with specially trained parents as visitors.

Community Studies Inc.

New York teenage parenting

1989 – 1992

An estimated 30 per cent of the school population in disadvantaged areas of New York are teenage parents. In many high schools the city's School Board provides some child care facilities to allow the young parents to complete their schooling. In an earlier phase, Community Studies Inc. worked in two such high schools to develop a programme which enriched the development of the children while also providing parenting education for the teenagers. In the current phase, support and training is being given to high school staff to enable the programme to be implemented more widely in the city. This involves refining and disseminating curriculum units for teenage students, both parents and

potential parents, the setting up of a teen parent resource centre in a high school which serves as a demonstration and training centre, and emphasising health care for both the young children and their parents.

The Community Foundation for Palm Beach and Martin Counties

Glades community-based development project

1991 – 1994

The Glades area of Palm Beach County in Florida is the setting for a plantation economy, heavily dependent on seasonal migrant workers, mainly from the Caribbean. Sixty per cent of the permanent residents are African-American or Haitian and belong to female-headed households. The infant mortality rate among non-whites is 16.7 per 1,000 live births. The recent rapid spread of acquired immune deficiency syndrome (AIDS), particularly among children, has only added to an already heavy load of disadvantage. In a combined effort which involves support from the Charles Stewart Mott and the John D. and Catherine T. MacArthur Foundations, the project plans to enable coalitions of community groups in the Glades to design and implement sustainable programmes to address their needs. The fields of action will include economic development, health and nutrition, early childhood development, parent support, and youth opportunities. Advocacy work will be carried out to mobilise additional resources and to encourage policy makers to focus on efforts to improve development prospects for the Glades.

Venezuela

Fundacion para la Atencion a la Infancia y la Familia (Fundaprin)
(The Foundation for Attention to Children and Parents)

Proyecto Paraguana

1991 – 1994

Infant mortality in Punto Fijo, the largest town in the Peninsula of Paraguana, has increased over the past ten years. With growing unemployment, women take on any work that they can find to provide for their families, leaving children on their own from an early age. The project, with the community, is working on an all-round programme to meet the developmental and health needs of the young children and families in Punto Fijo. Areas of work include health care, home-based parent education programmes and training for community development with the support of *promotores* from the different neighbourhoods where the project is implemented.

Ministry of Education

Child development workshops

1990 – 1992

Approximately 80 per cent of Venezuela's four million children under 7 years live in poverty, and only half a million of them receive any form of organised care. The Ministry is organising a series of seven workshops with other interested organisations over one year to assess present activities in Venezuela and to develop a policy towards the care of young children. The collaboration between governmental and non-governmental organisations is an important feature in the formulation and implementation of an adequate policy to improve the quality and outreach of the various programmes.

Centros Comunitarios de Aprendizaje (CECODAP)
(Community Centres for Learning)

Proyecto animadores comunitarios

1991 – 1994

With support from the Foundation, CECODAP will run a series of workshops over a two-year period for *animadores comunitarios* – community workers – on matters related to early childhood development. CECODAP will train 120 *animadores* from 60 organisations from around the country. Though a basic training package will be used in the workshops, the *animadores* will also suggest topics of interest to themselves. The training will enable the *animadores* to take back to their communities new approaches in non-formal pre-school activities, and they will be able to monitor the activities in the communities concerned. CECODAP also produces low-cost, readable materials on child development which are aimed at parents, community organisations and *animadores*. It will also expand its materials to include leaflets and manuals on health, nutrition, pre-school education, rights of the child, and the community and the child.

Zimbabwe

Foundation for Education with Production (FEP International)

Kwabanda project 1984 – 1993

The Kwabanda project is based at a cooperative farm in the Mutoredzi district in north-eastern Zimbabwe. It is part of a local development plan which includes an agricultural production cooperative and expansion of employment opportunities. In earlier phases, the project set up a demonstration pre-school with associated training opportunities for local women and the development of a curriculum and teaching materials based on the local language. There were close links with health workers and an adult literacy campaign. Currently the programme is being disseminated over a wide area and incorporates training in child development concepts combined with literacy skills and health education. Greater emphasis is also being given to non-formal parent education. Some 5,000 children are involved in 140 pre-schools and a federation of parents' associations helps to foster parental involvement.

Ministry of Education and Culture

Rural pre-school project 1986 – 1993

Rudimentary pre-school groups in rural Zimbabwe developed from feeding posts established during the drought of 1981-84. These were run by local women volunteers who, though untrained, initiated play activities for the young children coming for food supplements. There are now well over 3,000 village-based pre-schools in the country which exist largely as a result of self-help efforts. This project is part of a broad pre-school programme initiated by the Government in 1982 and provides training for local pre-school workers in order to upgrade their skills and abilities.

Association of Women's Clubs (AWC)

Mozambican refugees 1988 – 1995

The war in Mozambique has uprooted more than a million people, many of them seeking refuge in neighbouring countries. Over 200,000 refugees are located in five camps in the eastern part of Zimbabwe. The AWC – which has been running a training programme for pre-school teachers in Zimbabwe – has established training teams to work in each of the refugee camps. The teams provide initial training and guidance to refugee para professionals on basic organisational skills in setting up and running some 40 pre-school centres, and on the development of toys and educational materials. The project also incorporates family education aimed at improving the health and nutrition of children, vocational training and leadership skills for Mozambican refugee women. This has enabled them to begin to take over training tasks. A visiting scheme has been established to reach children who do not come to the centres. In all, some 5,000 children are being cared for at the centres with another 1,500 children reached through the visiting scheme.

Publications and Videos ◀

Except where otherwise shown, the following publications are available free of charge in single copies to interested individuals and organisations. Please write to the Communications Section, Bernard van Leer Foundation, PO Box 82334, 2508 EH, The Hague, The Netherlands.

Publications in English

- **Newsletter**
  The Foundation Newsletter reports on the work of Foundation-supported projects throughout the world and provides information on issues related to early childhood care and education. Published four times a year (January, April, July and October) in English. Copies of most back issues are available on request. ISSN 0921-5840

- **The work of the Bernard van Leer Foundation**
  An introductory leaflet about the aims and work of the Foundation. Published 1989 in English, Spanish, Portuguese and Dutch.

- **Shaping Tomorrow,** Ruth Cohen
  For more than 20 years, Service Volunteered for All (Servol) has been listening to the people in communities in Trinidad and Tobago (and to a limited extent, throughout the Caribbean) and working with them to transform their society. In this book, the reader will hear the authentic voices of the people who constitute the experience that is Servol as the story unfolds of ordinary people doing extraordinary things. By working with and through local communities, Servol brings people together for common purposes such as the establishment of community-run pre-schools, or adolescent skills training courses which focus on encouraging young people to adopt positive attitudes to life so that eventually whole communities gain the confidence in their abilities to achieve. Published 1991 in English. ISBN 90 6195 021 X

- **The Power to Change,** Andrew Chetley
  The basic ingredients of this book are a small-scale early childhood project in one village which grew to encompass whole communities in the Costa Atlántica region of Colombia; a university with a commitment to the people of the region; and a willingness to listen to and learn from the people of the barrios. If there is a lesson to be learned from this experience, it is that development is something that has to be undertaken by people, not done to them. It is a lesson that is relevant to all of us everywhere. Published 1990 in English. ISBN 90 6195 019 8. (Also available in Spanish)

- **Paths to Empowerment,** Ruth Paz
  This book traces the development of community education projects which have been supported by the Bernard van Leer Foundation in

Israel over a 10-year period. Giving both theoretical background and practical examples, it illustrates how the values and operational modes of community development have been synthesised and incorporated into the world of early childhood education. The importance of the community promoter, or para professional, the woman from the community who learns and leads the others into learning, is highlighted. The book traces the gradual maturation of practices in a variety of projects in different settings, not as a rigid model to be followed but as a compendium of real life experiences and thinking. Published 1990 in English. ISBN 90-6195-018-X

- **A Small Awakening: the work of the Bernard van Leer Foundation 1965-1986,** Hugh Philp with Andrew Chetley
  This publication traces the development of the Foundation through its projects and other activities over a 20 year period. From an initial focus on compensatory education, the Foundation's work has evolved, in the light of experience, to its present emphasis on the development of children in the context of their own environments. Published 1988 in English. ISBN 90-6195-015-5

Occasional Papers

- **Early Childhood Care and Education: the Challenge,** Walter Barker (Occasional Paper No 1)
  The first in a series of Occasional Papers addressing issues of major importance to policy makers, practitioners and academics concerned with meeting the educational and developmental needs of disadvantaged children. Published 1987 in English

- **Meeting the Needs of Young Children: Policy Alternatives,** Glen Nimnicht and Marta Arango with Lydia Hearn (Occasional Paper No 2)
  The paper reviews conventional, institution based approaches to the care and education of young children in disadvantaged societies and proposes the development of alternative, low-cost strategies which take account of family and community resources and involvement as the starting point for such programmes. Published 1987 in English

- **Evaluation in Action: a case study of an under-fives centre in Scotland,** Joyce Watt (Occasional Paper No 3)
  The main body of this paper is the evaluation report of a Foundation supported project in the United Kingdom. It is preceded by an examination of the issues involved in evaluation together with an explanation of the way in which this particular study was carried out. It has been published with the external evaluator in mind, but will be of interest to all those involved in the evaluation of community-oriented projects. Published 1988 in English. ISBN 90-6195-014-7

Studies and Evaluation papers

A series of Studies and Evaluation papers was launched by the Foundation in mid-1991. It comprises short background documents drawn from field experience and aims to present relevant findings and reflections on 'work in progress'. A list of Studies & Evaluation papers currently in print can be obtained from the Communications Section at the Foundation.

Seminar Reports

- **Children and community: progressing through partnership**
  Summary report and conclusions of the tenth International Seminar held in Kingston, Jamaica in November 1988. Published 1989 in English and Spanish. ISBN 90-6195-016-3

- **Children at the Margin: a challenge for parents, community and professionals**
  Summary report and conclusions of the third Eastern Hemisphere Seminar held in Newcastle, Australia in November 1987. Published 1988 in English. ISBN 90-6195-013-9

- **The Parent as Prime Educator: changing patterns of parenthood**
  Summary report and conclusions of the fourth Western Hemisphere Seminar held in Lima, Peru in May 1986. Published 1986 in English, Spanish, Portuguese and French.

- **Multicultural Societies: early childhood education and care**
  Summary report and conclusions of an International Seminar held in Granada, Spain in June 1984. Published 1984 in English, Spanish and Portuguese.

The following publications are based on projects and work supported by the Foundation. They are available through booksellers or as shown. They are not available from the Foundation.

- **Explorations in Early Childhood Education**. John Braithwaite 1985, Victoria, The Australian Council for Educational Research, Radford House, Frederick Street, Hawthorn, Victoria 3122, Australia A$20 plus A$3 handling charge. ISBN 0-85563-478-2

- **The Gifted Disadvantaged: a ten year longitudinal study of compensatory education in Israel**. Moshe Smilansky & David Nevo 1979, London/New York/Paris, Gordon & Breach Inc., 80 West 23rd Street, New York, NY 10022, USA. US$ 46.25. ISBN 0-677-04400-0

The following four books are available, price £2.50 each, from Community Education Development Centre, Lyng Hall, Blackberry Lane, Coventry CV2 3JS, England. Please add £0.50 per £5.00 value of order for postage, plus £1.00 per order for overseas postage.

- **Women and Children First: Home Link**. Elizabeth Filkin (ed)
  This book presents an account of the Home Link project which has been serving residents of Liverpool, England continuously since 1973. Elizabeth Filkin has edited the work of a large group of women contributors to provide an open and self-critical assessment of the programme. Ypsilanti, The HighScope Press, 1984. ISBN 0-931114-26-8

- **A Mole Cricket called Servol**. Gerard Pantin
  In 1970 the newly independent nation of Trinidad and Tobago was rocked by a social explosion, and the effect on the traditional, easy-going way of life was catastrophic. This book describes how a Trinidadian Roman Catholic priest and a West Indian cricket player, went into the areas of poverty to try to help. Ypsilanti, The HighScope Press, 1983. ISBN 0-931114-17-9

- **The Servol Village**. Gerard Pantin
  This book continues the story begun in **A Mole Cricket called Servol** and describes how Servol has grown from a street corner community development project to a national movement in its own right. Ypsilanti, The HighScope Press, 1984. ISBN 0-931114-27-6

- **Seeking Change**. Ann Short
  This book describes an early childhood education project for the children of disadvantaged families in South Africa. Ypsilanti, The HighScope Press, 1984. ISBN 0-931114-29-2

The two books below have been published with the support of the Bernard van Leer Foundation. They are available through booksellers or from Intermediate Technology Publications Ltd., 103-105 Southampton Row, London, WC1 4HH, UK

- **Making Health-care Equipment: Ideas for local design and production** Compiled by Adam Platt and Nicola Carter
  An illustrated step-by-step guide to making health-care equipment using local materials without sophisticated or capital-intensive techniques. Published 1990 in English. £5.95 ISBN 1-85339-067-4

- **Skills for life** Experiences of training in three developing countries. Dennis Frost
  Three case studies from Nigeria, Trinidad and Malawi of vocational training schemes that aim to provide young people with skills relevant to their needs and to the job opportunities available. Published 1991 in English. £9.95 ISBN 1-85339-081-X

The following four books report on the outcomes of the Project on Human Potential (1979-1984) supported by the Foundation and carried out by the Graduate School of Education of Harvard University, USA. They are available through booksellers.

- **Frames of Mind: the theory of multiple intelligences**. Howard Gardner
  New York, Basic Books, 1983. ISBN 0-465-02509-9. Available in paperback edition: Paladin Books, London, 1985. £5.95 ISBN 0-586-08506-8

- **Of Human Potential: an essay in the philosophy of education**. Israel Scheffler
  Boston/London/Melbourne, Routledge & Kegan Paul, 1985. ISBN 0-7102-0571-6

- **The Cultural Transition: human experience and social transformation in the Third World and Japan**. Merry I White & P Pollack (eds)
  Boston/London/Melbourne, Routledge & Kegan Paul, 1986. ISBN 0-7102-0572-4

- **Human Conditions: the cultural basis of educational developments**. Robert A Levine and Merry White
  Boston/London/Melbourne, Routledge & Kegan Paul, 1986. ISBN 0-7102-0568-6

Foundation Videos in English

The following videos form the series "Alternatives in early childhood care and education". Copies can be made available to Foundation-supported projects in either the PAL system or the NTSC system on VHS or Betamax. A small charge to cover costs of copying and postage will be made to organisations outside the Foundation network. Anyone interested in receiving a copy of any of these videos should write to the Communications Section at the Foundation. Please ensure that you specify what video system you use.

- **The power to change**
  A 15-year project in Colombia, inspired by the idea that children can provide the springboard for an entire process of community development, has stimulated policies that have been adopted nationally. The video shows the way local women have been trained to set up basic pre-schools, and how local community organisations have begun to take charge of many aspects of development in the villages of Colombia's vast Costa Atlantica region. The 28 minute video, made by Joan Shenton of Medinet for the Foundation, is in colour and is available with an English or Spanish commentary.

- **Is there life before primary school?**
  The importance of the early years for a child's development, the key role of parents as children's prime educators, and the valuable contribution which communities can make to early childhood care and education are all explored in this video. It includes scenes from several Foundation-supported projects in different countries and is a useful introduction to many of the issues faced in improving children's education and development.
  The 16 minute video, made by Leo Akkermans for the Foundation, is in colour and is available with an English or a Spanish commentary.

- **Not Only the Children**
  An important element in the development of Kenya's pre-school education system has been the high level of community involvement. Parents in rural areas are involved in building and maintaining schools, they tend school gardens to grow vegetables for the children, help raise funds for teachers' salaries, and participate in the development of educational materials. Kenya's National Centre for Early Childhood Education in Nairobi, through its network of District Centres, has encouraged community involvement to spread. The video shows scenes from a few of Kenya's diverse cultures where active communities have successfully created and run their own pre-schools.
  The 36 minute video, made by Leo Akkermans for the Foundation, is in colour and available with an English-language commentary.

- **That Calibre of Woman**
  In Ireland, two Foundation-supported projects operate home visiting programmes. The women who undertake regular monthly visits, and mothers and a father of young children who are visited, explain the worries of young mothers with their new babies and their uncertainties about 'the right thing to do'. From isolated families in the West of Ireland, to crowded housing estates in the capital, Dublin, we see the reassurance, friendship and support which is offered by the visitors. The visitors are remarkable women, all mothers from the same villages and estates as the parents they are visiting, all volunteers with no professional training. In the words of the Director of one of the projects

Before we began, I didn't think that calibre of woman existed but I'm very glad to say I was wrong'.
The 36 minute video, made by Leo Akkermans for the Foundation, is in colour and available with an English language commentary.

- **Empowering Young Refugees**
  The video shows the way in which care for the pre-school refugee children living in Khao I Dang camp near the Cambodian border is integrated with training programmes for their parents. The mothers are taught weaving and sewing, the fathers make toys and equipment. A 'printery' produces posters and books on paper and on cloth, and training courses are run for child care workers.
  The 24-minute video was produced by the Department of Mass Communications, Chulalongkorn University, Bangkok. It is in colour with an English-language commentary.

- **A Way of Thinking**
  The video is based on the multicultural education project for Saami and Torne Valley Finnish children living in northern Sweden. It traces the history of these inhabitants, who have lived in and near the Arctic circle for hundreds of generations, and the difficulties they face with the disappearance of their traditional occupations and way of life. The children's education involves them closely with the communities in which they live and the video shows them on excursions to interview people who herd the reindeer, vegetable farmers, and the people who use the nearby river for fishing and transport. The project demonstrates that cultural diversity is not a social and educational disadvantage, but instead represents a rich heritage and an educational asset indeed, a whole way of thinking.
  The 28 minute video, made by Leo Akkermans for the Foundation, is in colour with an English-language commentary.

- **Adela**
  Adela lives in a village in the Andahuaylas region of the Andes in Peru. The nearest town is six hours away on foot. Because Adela can read and write Spanish, the community chose her to be trained as an *animadora* for the pre-school set up by the Foundation-supported National Centre for pre-school training in Peru. The video shows Adela going about her daily life: in addition to her work at the pre-school she cleans, cooks and does the washing for her family and still finds time to visit families of the children. We see the involvement of the community in the work of the pre-school and in activities designed to improve the quality of life for the village as a whole.
  The 24 minute video, made by Jean-Michel Rodrigo, is in colour and available with English, Spanish or French commentary.

Publicações em Portugues

- **O Trabalho da Fundaçao Bernard van Leer**
  Um folheto sobre a Fundação. Publicado em 1989.

- **Os Pais como Primeiros Educadores: mudando os padroes de paternidade**
  Sumário do relatório e conclusões do seminário do Hemisfério Ocidental, Lima, Peru, maio de 1986. Publicado em 1987.

- **Sociedade Multicultural: educaçao e cuidados com a primeira infância**
  Sumário do relatório e das conclusões do seminário internacional, Granada, Espanha, junho de 1984. Publicado em 1984.

- **Participaçao dos Pais e da Comunidade na Educaçao da Primeira Infância**
  Síntese e conclusões do terceiro seminario do Hemisfério Ocidental, Cali, Colombia, março de 1979. Publicado em 1980.

Publicaciones en español

- **Boletin Informativo**
  Artículos seleccionados de Newsletters. Publicado anualmente a partir de 1987. ISSN 0921-593X

- **La Labor de la Fundacion Bernard van Leer**
  Un folleto sobre la Fundación. Publicado en 1989.

- **Programa Actual**
  Consta de breves descripciones de los proyectos de mayor envergadura apoyados por la Fundación. Aparte de las numerosas illustraciones, el libreto incluye un informe sobre la labor realizada por la Fundación. Publicado anualmente. ISSN 0924-302X

- **Promotores Comunitarios: Sus Aportes y Dificultades**, por Jan Brouwer & Sergio Martinic (Occasional Paper No 4)
  Los miembros de la comunidad que estan siendo capacitados para poder responsabilizarse de la organización de servicios básicos y de la mobilización de otros miembros para que participen, juegan un papel cada vez más importante en muchos programas de desarrollo comunitario. Esta publicación estudia la forma en la que este valioso recurso local ha sido reconocido y promovido por proyectos comunitarios de atención y educación infantil temprana en América Latina. La publicación, basada en parte en la experiencia de un taller organizado en Febrero de 1990 en Caracas, Venezuela, incluye también varios estudios realizados en América Latina con el fin de poder

examinar el contexto social y teórico en el que trabajan estos promotores educacionales. Proporciona una útil introducción al debate sobre el rol de promotores, su contribución al desarrollo comunitario, así como los desafíos y polémicas que enfrentan todos los grupos e individuos que trabajan en el campo de la educación y del desarrollo comunitario. Se presta particular atención a las cuestiones de capacitación y remuneración de promotores así como a la de garantizar la continuidad de los programas que trabajan con promotores. Publicado en 1991 en español. ISBN 980-6195-022-8

- **El poder de cambiar** por Andrew Chetley
  Los ingredientes básicos de este libro son un proyecto de pequeña escala en el campo de la educación infantil en un pueblo, que se ha extendido hacia comunidades, todas ellas en la región de Costa Atlántica de Colombia: una universidad con un compromiso con la gente de la región; y la voluntad de querer a escuchar y aprender de la gente de los barrios. Explicado principalmente a través de las palabras de los participantes, el lector vislumbra la vida cotidiana en algunas de las aldeas y pueblos y comienza a entender los esfuerzos meticulosos que debe hacerse para realizar un objetivo de este tipo. La pobreza no ha sido vencida en la Costa Atlántica, pero las semillas de algunas soluciones están empezando a brotar. Publicado en 1991. ISBN: 980-6195-020-1 (también en inglés)

- **Niño y comunidad: avanzando mediante la asociación**
  Síntesis y Conclusiones del décimo seminario internacional celebrado en Kingston, Jamaica en noviembre 1988. Publicado en 1989

- **Los Padres como Primeros Educadores: cambios en los patrones de paternidad**
  Síntesis y Conclusiones del cuarto seminario del Hemisferio Occidental celebrado en Lima, Perú en mayo 1986. Publicado en 1986

- **Sociedades Multiculturales: educación y atención infantil temprana**
  Síntesis y conclusiones del seminario internacional celebrado en Granada, España en junio 1984. Publicado en 1984

Videos en español

- **El poder de cambiar**
  Inspirado en la idea de que los niños pueden servir de trampolín para iniciar un completo proceso de desarrollo comunitario, un proyecto de 15 años de duración realizado en Colombia ha servido de estímulo para políticas que han sido adoptadas a nivel nacional. El video muestra la forma en que las mujeres de la comunidad han sido capacitadas para establecer preescolares básicos y como las organizaciones de las comunidades locales han empezado a tomar a su cargo los variados

aspectos del desarrollo de los pueblos de la vasta región de la Costa Atlántica.
El video, de 28 minutos de duración y realizado por Joan Shenton (de Medio) para la Fundación, está en colores y se puede pedir con comentarios en inglés o español.

- **¿Existe la vida antes de la escuela primaria?**
Este es el título de un video de 16 minutos, que es una útil introducción a muchos de los temas encarados para lograr un mejoramiento en la educación y desarrollo de los niños. Basado en parte en un video preparado para ser presentado en la Conferencia Mundial de Educación para Todos, efectuada en Tailandia en marzo de 1990, incluye escenas de varios proyectos apoyados por la Fundación en diferentes países. Entre algunos de los tópicos tratados se encuentran la importancia de los primeros años para el desarrollo del niño, el rol clave de los padres como primeros educadores de sus hijos y la valiosa contribución que las comunidades pueden hacer a la educación y atención de la primera infancia.
El video, realizado por Leo Akkermans para la Fundación, está en colores y disponible en versiones en inglés y español.

- **Adela**
Adela vive en una aldea de la región de Andahuaylas en los Andes, Perú. Las 150 familias de indígenas Quechuas que viven en la aldea se ganan la vida a duras penas criando ganado, cultivando maíz y papas en las laderas de la montaña a 3580 metros sobre el nivel del mar. La ciudad más cercana está a seis horas a pie. Adela ha vivido toda su vida en la aldea. Ya que puede leer y escribir español, la comunidad la escogió para que fuera capacitada como "animadora" para el "Proyecto", el jardín infantil organizado por el Centro Nacional de Capacitación Pre-escolar del Perú con apoyo de la Fundación. En la aldea, los habitantes hablan quechua pero en la escuela se espera que los niños hablen español. El programa del "Proyecto" está diseñado para preparar a los niños para su entrada en la escuela primaria, darles las aptitudes que requieren, incluido el idioma, de forma que no se sientan perdidos y desorientados o rechazados en sus primeras horas en la escuela. El video muestra a Adela y el compromiso de la comunidad en el trabajo de "Proyecto" y en actividades diseñadas para mejorar la calidad de vida de la aldea.
El video realizado por Jean Michel Rodrigo es en colores y es accesible con comentarios en inglés, francés o español. Duración, 24 minutos.

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